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ABSTRACT

The Schools and Staffing Survey (SASS), initiated in 1987-88, was conducted in 1990-91 to provide data on the nation's elementary and secondary school teaching force, aspects of teacher supply and demand, teacher workplace conditions, characteristics of school administrators, and school policies and practices. The sample for the 1990-91 survey comprised 9,500 public schools and 56,000 public school teachers; and 3,000 private schools and 9,000 private school teachers. This report highlights some state-by-state statistics that can be produced from SASS data. Items selected for this publication can inform policy, funding, and program issues. Tables and graphs of this report illustrate a state's current status relative to other states. Sections include: (1) school and student characteristics by state; (2) teacher and principal characteristics by state; (3) preparation of teachers by state; and (4) conditions for teaching by state. Five appendixes contain supplemental and technical information about survey administration and analysis. Thirty-four figures and 34 tables present survey data. (SLD)

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SASS by State

1990–91 Schools and Staffing Survey: Selected State Results

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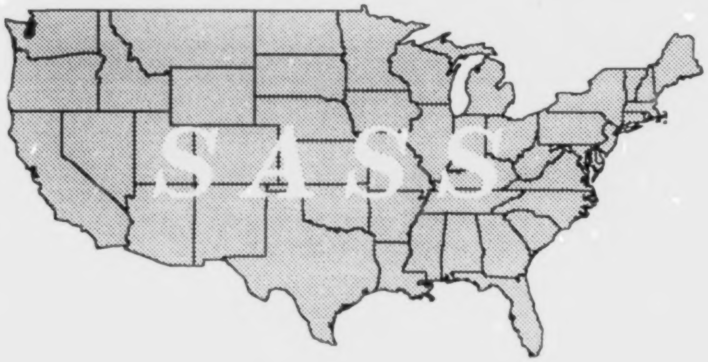
SASS by State



1990–91 Schools and Staffing Survey: Selected State Results

Rolf Blank
COUNCIL OF CHIEF STATE SCHOOL OFFICERS

Michael Matti
Iris Weiss
HORIZON RESEARCH, INC.

Stephen Broughman
Mary Rollefson
ELEMENTARY/SECONDARY EDUCATION STATISTICS DIVISION
NATIONAL CENTER FOR EDUCATION STATISTICS

U.S. Department of Education
Richard Riley
Secretary

Office of Educational Research and Improvement
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Paul Planchon
Associate Commissioner, Elementary/Secondary Education Statistics Division

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Contact:
Stephen Broughman
(202)219-1744

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For More Information

We are interested in your reaction to the information presented here about the Schools and Staffing Survey. We welcome your recommendations for improving our surveys and methods of reporting the results. If you have suggestions or comments or want more information about this report, please contact:

Special Surveys and Analysis Branch
Elementary and Secondary Education Statistics Division
National Center for Education Statistics
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208-5651
(202) 219-1334

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INTRODUCTION

Schools and Staffing Survey

In the 1987-88 school year, the National Center for Education Statistics (NCES) launched a new survey with the goal of obtaining comprehensive, reliable data on the characteristics and condition of the nation's elementary and secondary schools and the teachers and administrators in the schools. The "Schools and Staffing Survey" (SASS) is conducted through questionnaires mailed to teachers, principals, and district administrators in a sample of the nation's public and private schools. It was conducted again in 1990-91 and 1993-94, and will be conducted again in 1997-98.

The Schools and Staffing Survey is designed to provide data on the Nation's elementary and secondary teaching force, aspects of teacher supply and demand, teacher workplace conditions, characteristics of school administrators, and school policies and practices. A major purpose of SASS is to provide comparable, reliable state-level statistics on the characteristics of schools and educators. The sample is designed to provide national estimates of schools, districts, teachers, and principals, and state-level estimates for public schools, districts, teachers, and principals. In the 1990-91 school year, SASS was administered for the second time. The sample for the 1990-91 survey comprised 9,500 public schools and principals, 5,400 school districts, and 56,000 public school teachers. The sample also included 3,000 private schools and 9,000 private school teachers. The survey sample was representative of public schools and teachers in each state. The average state sample was 183 schools and 939 teachers. (See the Technical Notes in Appendix D for more information on the SASS design.)

Purpose of *SASS by State*

With the completion of the second round of SASS in the 1990-91 school year, NCES officials recognized a need to better inform the states about the uses of the survey results at the state level. Some of the data collected through the SASS questionnaires are reported by NCES, and the data files are further analyzed by education researchers. However, many policymakers and educators are not aware of the potential of SASS for informing education issues at the state level.

SASS by State highlights some state-by-state statistics that can be produced from the SASS data. The specific survey items were selected for this publication to illustrate how SASS can provide data to inform policy, funding, and program issues faced by many state and local education decision-makers. *SASS by State* demonstrates the range of data collected through SASS, but note it highlights only a subset of the data that are available. The tables and graphs were designed to illustrate a state's current status relative to other states. These examples of analyses with SASS may suggest further analyses with other combinations of SASS items.

For states, one of the strengths of SASS is the capacity to report and analyze cross-tabulations of multiple variables, such as the percentage of math teachers who are female, and to compare a state's percentage with other states and the nation. The graphs and tables included in *SASS by State* display a variety of cross-tabulations of SASS items from the Teacher, School, Administrator, and District surveys.

The introduction to each of the four chapters summarizes data available from SASS and highlights specific data displayed in *SASS by State*. The bar graphs and maps following each table can be copied as overhead transparencies or hand-outs for presentations comparing a state's data with other states or the nation. They illustrate state statistics reported in the corresponding table.

The Appendices provide state estimates from SASS used to produce the statistics in the tables; standard errors for tables; and background information on the SASS sample, data collection, and definitions.

Because all of the statistics in the tables and figures are based on responses from a sample of teachers or administrators, the standard error tables should be consulted by the reader to determine the degree of confidence that can be placed on any given statistic. See the Technical Notes in Appendix D for further explanation of standard errors.

1. SCHOOL AND STUDENT CHARACTERISTICS IN EACH STATE

Decisions about issues concerning education funding, reform initiatives, and staffing require good information about the key dimensions of education systems, and how systems differ. Because the U.S. is large and very diverse in geography and population density, educators and administrators are often asked about variation across states both in the number of schools and school districts and in demographic characteristics of the schools and districts.

Examples of SASS Analyses by State

State systems of education differ significantly not only by size of enrollment, but also by the number of schools and the size of the schools. For example, some small enrollment states have a relatively large number of districts and schools. Tables 1.1 and 1.2 illustrate that in some states, almost all students are in rural schools, while in others a large majority of students are in urban schools. In Table 1.5, the average size of schools are arrayed by state for three school levels: Elementary (high grade 6 or lower, no grade above 8, or ungraded); Middle Level (Low grade 4 to 7, high grade 4 to 9); and High School (grade 12, low grade 9). The data from SASS allow state and local decision-makers to compare the size and locale of their schools to the schools in other states.

SASS data can also be used to assess the characteristics of students in their state in relation to other states and the nation. For example, Table 1.3 shows state student populations by race/ethnic composition and Table 1.4 illustrates minority student enrollments by community type. State-level data from SASS can also be used to compare student minority enrollments with the minority composition of the teaching force and principals, as shown in Table 1.7. State-level data from SASS can also be used to estimate the proportion of students enrolled in federal programs such as Chapter 1 (Table 1.8), and to examine by state the number of disadvantaged students and the availability of Chapter 1 services (Figure 1.9).

Other Data Available in SASS

SASS by State only highlights some of the state-level from SASS. Other characteristics of the schools in each state can be obtained from the Schools and Staffing Survey results, including: staffing patterns, teacher hiring and turnover, length of school day and year, student-teacher ratios, school services and programs (e.g., bilingual education, English as a second language, remedial reading and math, programs for handicapped students, and after school programs), and high school graduation and college application rates. SASS results can also be used to obtain statistics on the career history and experience of teachers and the background of newly hired teachers in each state.

Table 1.1

Percentage of Public Schools by Community Type, by State: 1990-91

	Central City	Urban Fringe / Large Town	Small Town	Rural
NATION	**23**	**26**	**23**	**27**
Alabama	19	28	30	24
Alaska	14	3	16	67
Arizona	42	17	25	16
Arkansas	14	6	32	48
California	31	44	17	7
Colorado	24	35	16	25
Connecticut	30	35	29	6
Delaware	12	41	14	33
Dist. Columbia	100	0	0	0
Florida	34	43	13	10
Georgia	25	25	30	20
Hawaii	34	46	--	18
Idaho	8	18	30	44
Illinois	24	33	17	25
Indiana	26	20	30	25
Iowa	16	9	25	50
Kansas	15	12	26	46
Kentucky	15	18	24	42
Louisiana	32	18	29	22
Maine	7	7	47	40
Maryland	29	48	5	17
Massachusetts	29	33	31	7
Michigan	20	32	28	20
Minnesota	10	21	22	48
Mississippi	11	14	38	38
Missouri	7	29	19	45
Montana	9	3	30	59
Nebraska	12	4	24	61
Nevada	40	8	8	45
New Hampshire	15	7	46	32
New Jersey	14	63	14	9
New Mexico	19	20	27	34
New York	31	33	24	12
North Carolina	24	17	24	35
North Dakota	8	5	12	76
Ohio	24	28	19	30
Oklahoma	20	10	26	44
Oregon	20	22	31	28
Pennsylvania	17	32	34	18
Rhode Island	27	50	20	3
South Carolina	16	23	31	31
South Dakota	5	3	19	72
Tennessee	25	20	25	30
Texas	38	15	24	23
Utah	21	37	16	26
Vermont	3	--	41	56
Virginia	28	23	16	34
Washington	26	29	23	22
West Virginia	13	16	18	53
Wisconsin	22	14	28	36
Wyoming	8	9	41	42

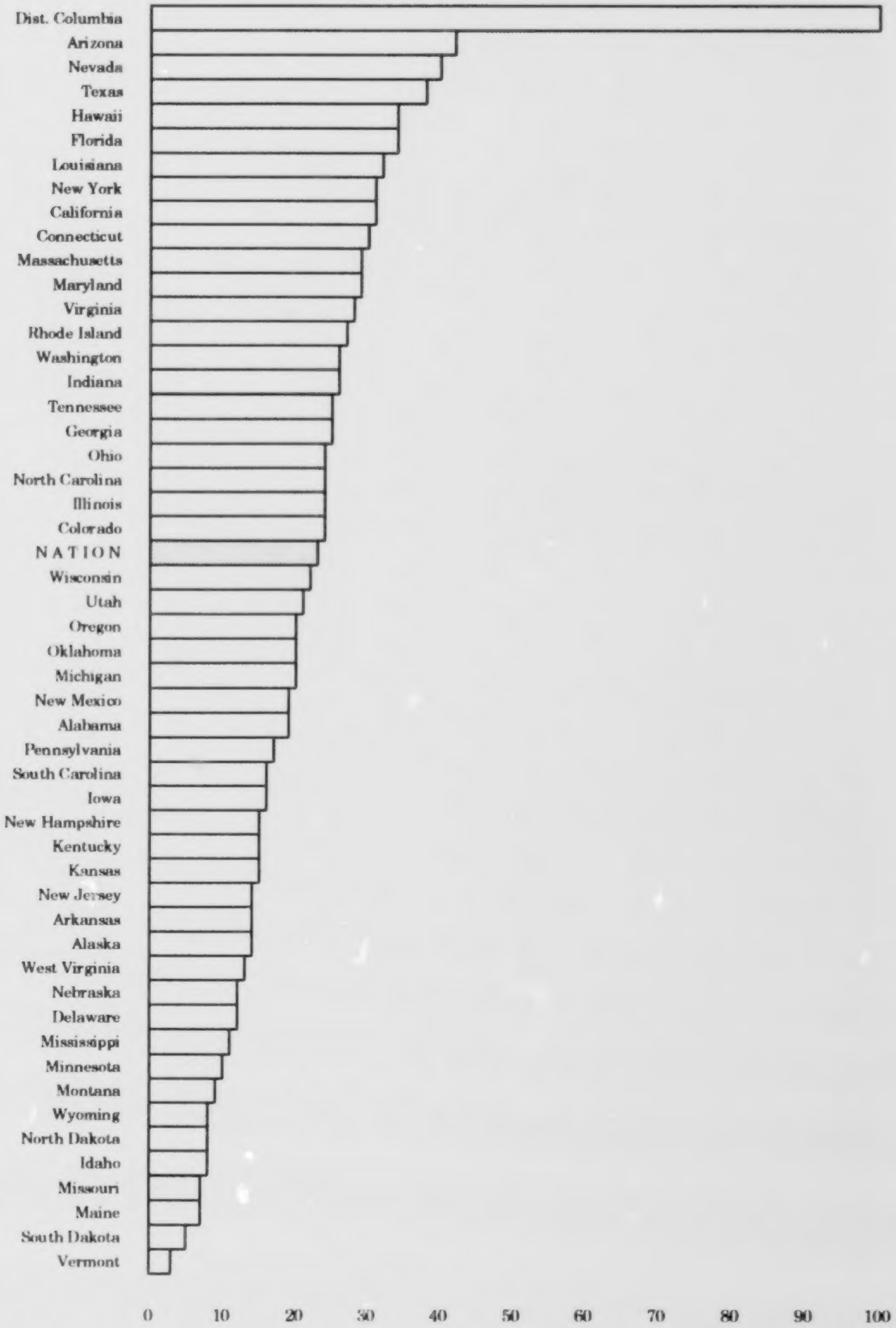
– Too few cases for a reliable estimate.

Note: Details may not add to 100% due to rounding or cell suppression.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

Figure 1.1A

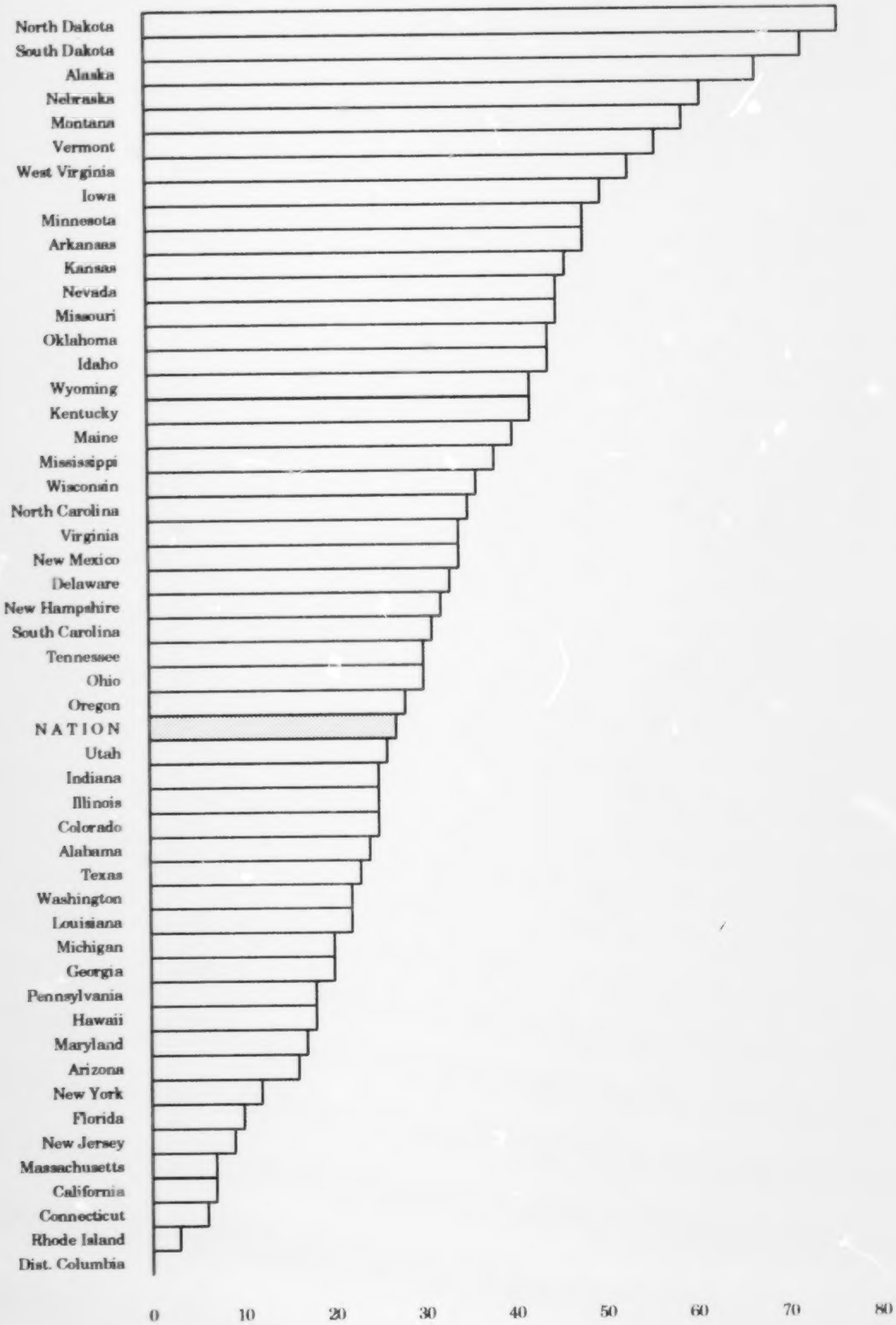
Percentage of Public Schools in Central Cities, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire)

Figure 1.1B

Percentage of Public Schools in Rural Areas, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

Table 1.2

Percentage of Public School Students by Community Type, by State: 1990-91

	Central City	Urban Fringe / Large Town	Small Town	Rural
NATION	**30**	**31**	**22**	**17**
Alabama	20	28	31	22
Alaska	34	8	23	36
Arizona	53	22	19	6
Arkansas	17	8	42	33
California	36	48	12	5
Colorado	29	43	14	14
Connecticut	33	35	29	3
Delaware	13	37	16	34
Dist. Columbia	100	0	0	0
Florida	34	46	12	9
Georgia	24	29	33	15
Hawaii	31	50	--	16
Idaho	11	27	34	27
Illinois	35	39	14	13
Indiana	28	25	27	20
Iowa	27	14	26	33
Kansas	22	19	30	29
Kentucky	18	21	28	33
Louisiana	32	23	28	17
Maine	12	8	53	27
Maryland	26	54	6	15
Massachusetts	34	31	29	6
Michigan	25	36	26	14
Minnesota	14	29	25	32
Mississippi	11	18	36	35
Missouri	8	39	24	29
Montana	18	5	41	37
Nebraska	32	11	25	33
Nevada	54	12	7	28
New Hampshire	24	8	49	20
New Jersey	16	62	15	7
New Mexico	32	23	29	17
New York	41	30	19	10
North Carolina	25	20	24	31
North Dakota	22	11	19	48
Ohio	27	32	18	24
Oklahoma	29	15	29	28
Oregon	24	30	30	15
Pennsylvania	19	32	35	15
Rhode Island	31	47	18	4
South Carolina	18	25	33	23
South Dakota	11	8	36	45
Tennessee	28	23	27	23
Texas	46	18	21	15
Utah	23	43	15	19
Vermont	3	--	63	33
Virginia	33	25	17	26
Washington	30	35	22	13
West Virginia	13	18	24	46
Wisconsin	32	15	28	25
Wyoming	12	15	50	24

-- Too few cases for a reliable estimate

Note: Details may not add to 100% due to rounding or cell suppression

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

Table 1.3

Percentage of Public School Students by Race/Ethnicity, by State: 1990-91

	Total Minority	White	Black	Hispanic	Asian	Amer. Indian
NATION	**31**	**69**	**16**	**11**	**3**	**1**
Alabama	40	60	38	*	1	1
Alaska	31	69	5	2	4	20
Arizona	39	61	4	26	1	7
Arkansas	27	73	25	1	1	*
California	53	47	9	35	8	1
Colorado	25	75	6	17	2	1
Connecticut	23	77	12	9	2	*
Delaware	30	71	25	2	2	*
Dist. Columbia	95	5	85	9	1	*
Florida	41	59	26	13	1	*
Georgia	37	63	35	1	1	*
Hawaii	76	24	3	4	68	1
Idaho	8	93	*	5	1	1
Illinois	35	65	24	8	3	1
Indiana	14	86	12	2	1	*
Iowa	8	92	4	1	2	*
Kansas	14	86	7	4	1	1
Kentucky	9	91	9	*	*	*
Louisiana	47	53	44	2	1	1
Maine	3	97	1	*	1	1
Maryland	38	62	34	2	2	*
Massachusetts	21	79	9	9	3	*
Michigan	22	78	17	3	2	1
Minnesota	10	90	4	2	3	1
Mississippi	48	52	47	*	*	1
Missouri	18	82	16	1	1	*
Montana	12	88	*	1	1	10
Nebraska	11	89	7	2	1	1
Nevada	26	74	10	11	3	3
New Hampshire	3	97	1	1	1	*
New Jersey	32	68	16	12	4	*
New Mexico	58	42	3	44	1	10
New York	34	66	15	14	5	*
North Carolina	32	68	29	1	1	2
North Dakota	9	92	1	1	1	7
Ohio	15	85	12	2	1	*
Oklahoma	28	72	12	2	1	13
Oregon	11	89	2	4	3	2
Pennsylvania	16	84	12	3	1	*
Rhode Island	17	83	7	6	3	*
South Carolina	43	57	41	*	1	*
South Dakota	13	87	1	1	1	11
Tennessee	22	79	20	*	*	*
Texas	48	52	16	30	2	*
Utah	8	92	1	4	2	2
Vermont	3	97	1	*	1	2
Virginia	32	68	26	2	3	*
Washington	18	82	4	5	5	3
West Virginia	5	95	4	*	*	*
Wisconsin	15	85	9	2	2	2
Wyoming	10	90	1	6	1	2

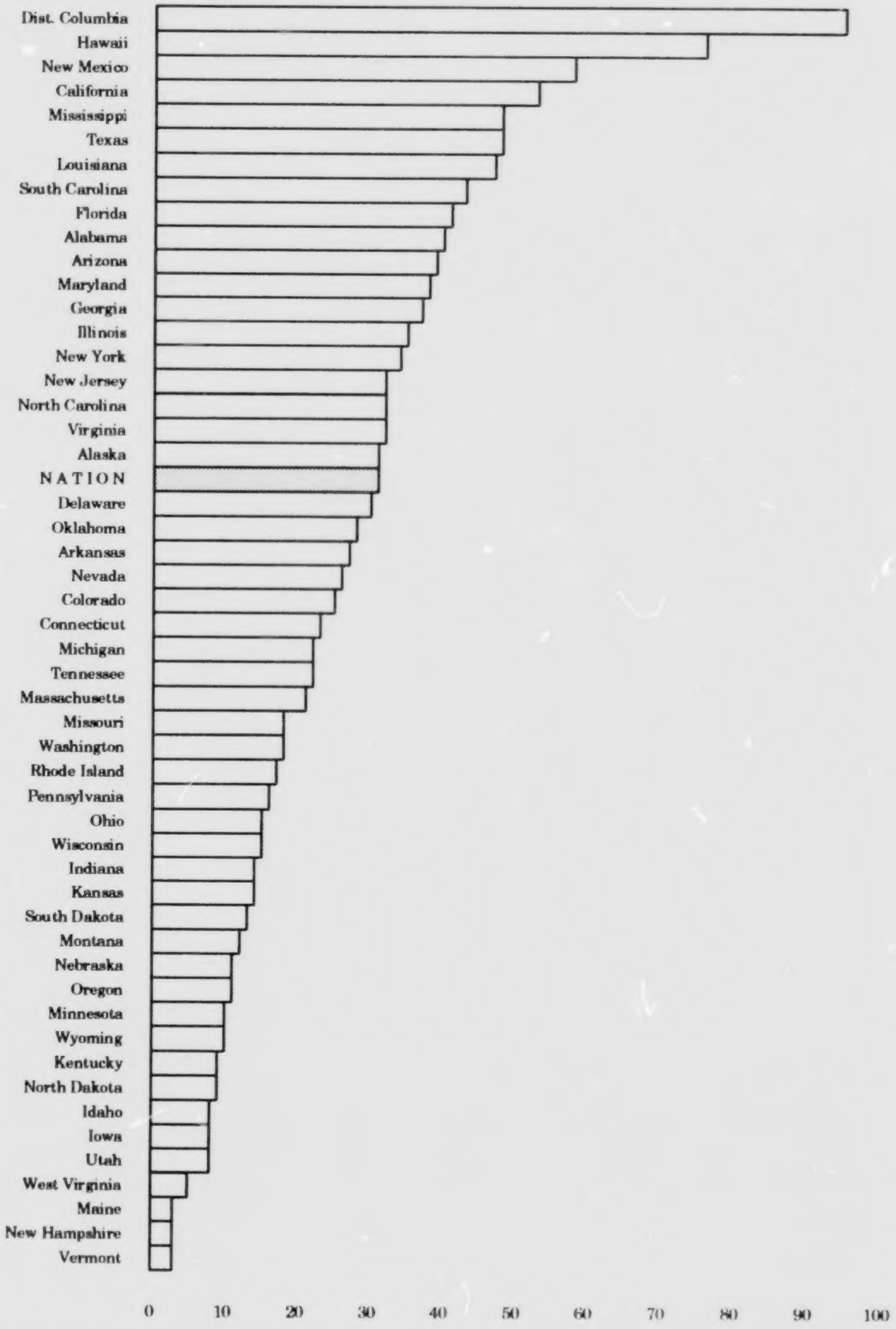
* Less than 0.5%

Note: Details may not add to totals due to rounding or cell suppression.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

Figure 1.3

Percentage of Public School Students Who Are Minority, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

Table 1.4

Percentage of Public School Students Who Are Minority by Community Type, by State: 1990-91

	Central City	Urban Fringe/Large Town	Rural/Small Town
NATION	**53**	**28**	**13**
Alabama	60	35	36
Alaska	--	--	35
Arizona	38	34	45
Arkansas	--	--	23
California	69	47	38
Colorado	39	22	17
Connecticut	48	16	4
Deleware	--	--	26
Dist. Columbia	95	--	--
Florida	52	39	26
Georgia	60	33	29
Hawaii	--	74	--
Idaho	--	7	9
Illinois	67	24	7
Indiana	33	18	2
Iowa	--	--	2
Kansas	--	--	8
Kentucky	--	16	4
Louisiana	66	40	37
Maine	--	--	3
Maryland	56	37	17
Massachusetts	48	9	5
Michigan	65	12	5
Minnesota	--	13	4
Mississippi	--	41	47
Missouri	--	30	6
Montana	--	--	13
Nebraska	--	--	4
Nevada	30	--	17
New Hampshire	--	--	2
New Jersey	--	26	15
New Mexico	54	55	62
New York	70	14	4
North Carolina	37	30	30
North Dakota	--	--	10
Ohio	36	13	3
Oklahoma	30	--	27
Oregon	--	10	10
Pennsylvania	53	15	3
Rhode Island	--	8	--
South Carolina	40	37	46
South Dakota	--	--	14
Tennessee	49	14	10
Texas	63	39	33
Utah	13	6	7
Vermont	--	--	3
Virginia	49	25	22
Washington	24	14	16
West Virginia	--	--	4
Wisconsin	30	--	5
Wyoming	--	--	8

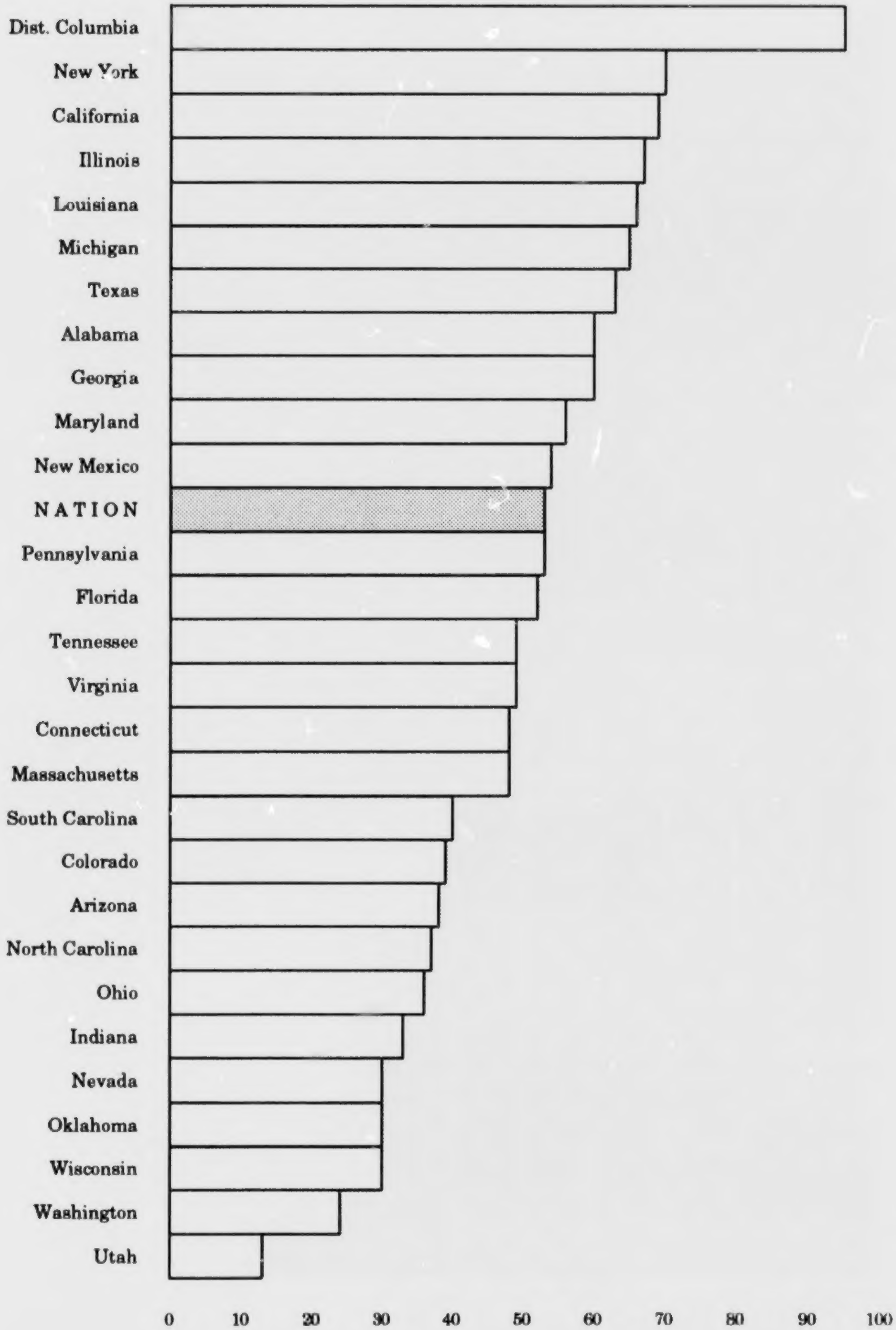
-- Too few cases for a reliable estimate.

Note: Details may not add to 100% due to rounding or cell suppression.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

Figure 1.4A

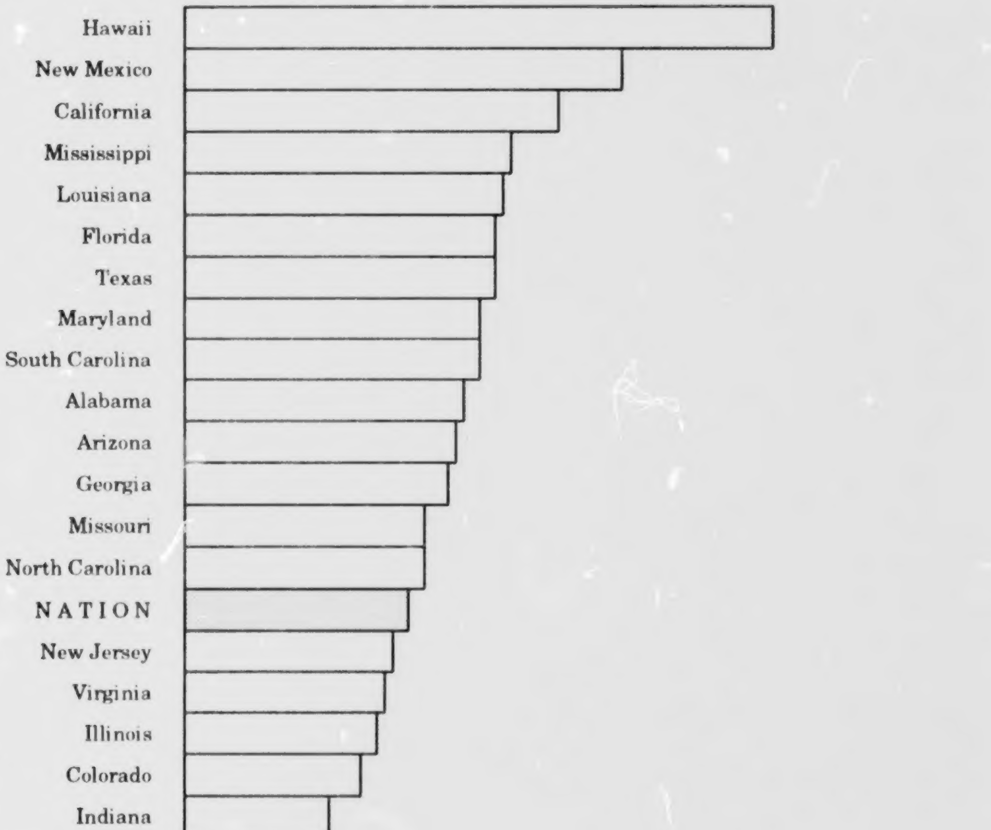
Percentage of Public School Students in Central Cities Who Are Minority, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

Figure 1.4B

Percentage of Public School Students in Urban Fringes or Large Towns Who Are Minority, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey 1990-91 (Public School Questionnaire)

Table 1.5

Average Size of Public Elementary, Middle, and High Schools, by State: 1990-91

	Elementary Schools	Middle Schools	High Schools
NATION	**427**	**534**	**668**
Alabama	494	--	703
Alaska	351	--	176
Arizona	502	572	1,046
Arkansas	365	--	399
California	549	742	975
Colorado	406	--	542
Connecticut	409	--	695
Delaware	524	--	--
Dist. Columbia	405	--	--
Florida	657	951	928
Georgia	557	--	1,010
Hawaii	603	--	--
Idaho	368	--	456
Illinois	404	415	640
Indiana	398	--	705
Iowa	282	413	302
Kansas	289	--	357
Kentucky	373	--	624
Louisiana	456	601	596
Maine	247	284	437
Maryland	489	--	927
Massachusetts	347	529	734
Michigan	355	--	691
Minnesota	438	--	586
Mississippi	544	--	572
Missouri	360	--	452
Montana	191	--	226
Nebraska	134	--	285
Nevada	496	--	929
New Hampshire	277	--	553
New Jersey	405	--	892
New Mexico	392	--	656
New York	522	--	869
North Carolina	474	535	813
North Dakota	169	--	186
Ohio	403	381	740
Oklahoma	348	--	293
Oregon	325	--	577
Pennsylvania	427	--	790
Rhode Island	357	--	--
South Carolina	517	--	770
South Dakota	222	147	216
Tennessee	442	--	744
Texas	523	632	692
Utah	574	--	745
Vermont	217	--	--
Virginia	418	--	928
Washington	459	--	622
West Virginia	240	--	536
Wisconsin	388	--	532
Wyoming	217	--	397

-- Too few cases for a reliable estimate.

Note: Interpret state averages with caution. Standard errors (appendix table B.1.5) vary from 13 to 90 students for middle schools and 16 to 115 students for high schools.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

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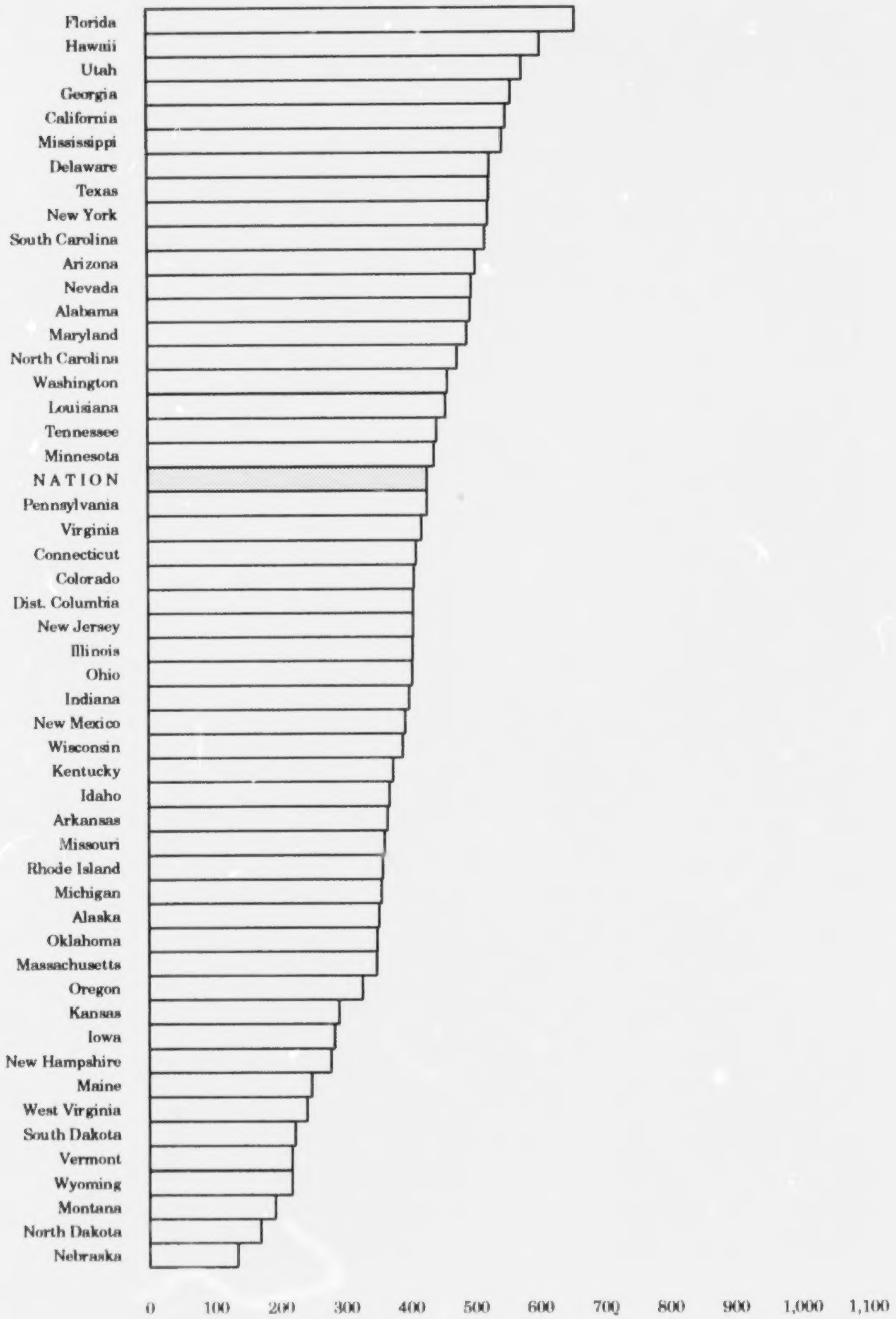
Figure 1.5A

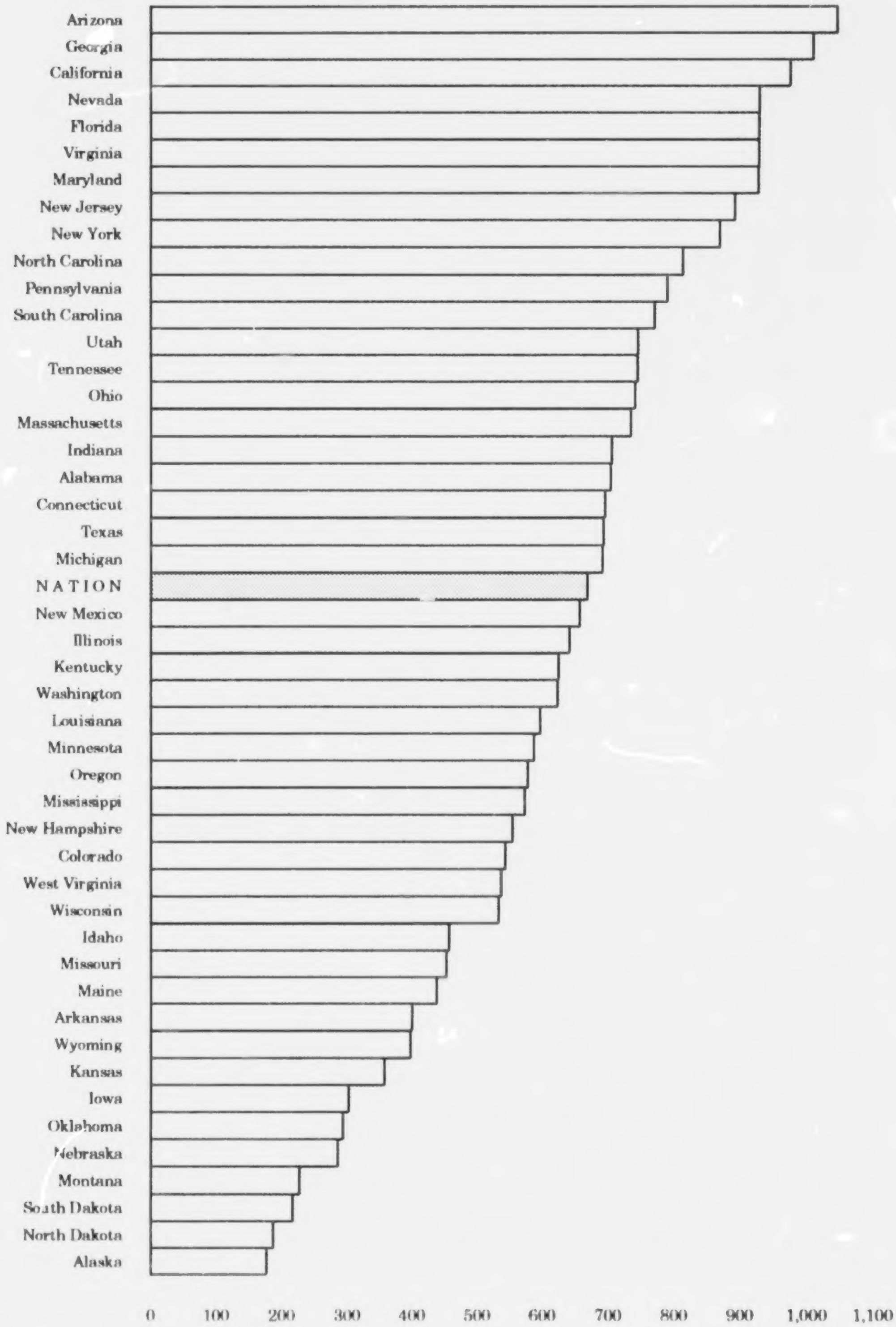
Average Size of Public Elementary Schools, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire)

Figure 1.5B

Average Size of Public High Schools, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire)

Table 1.6

Public School Student/Teacher Ratio, by State: 1990-91

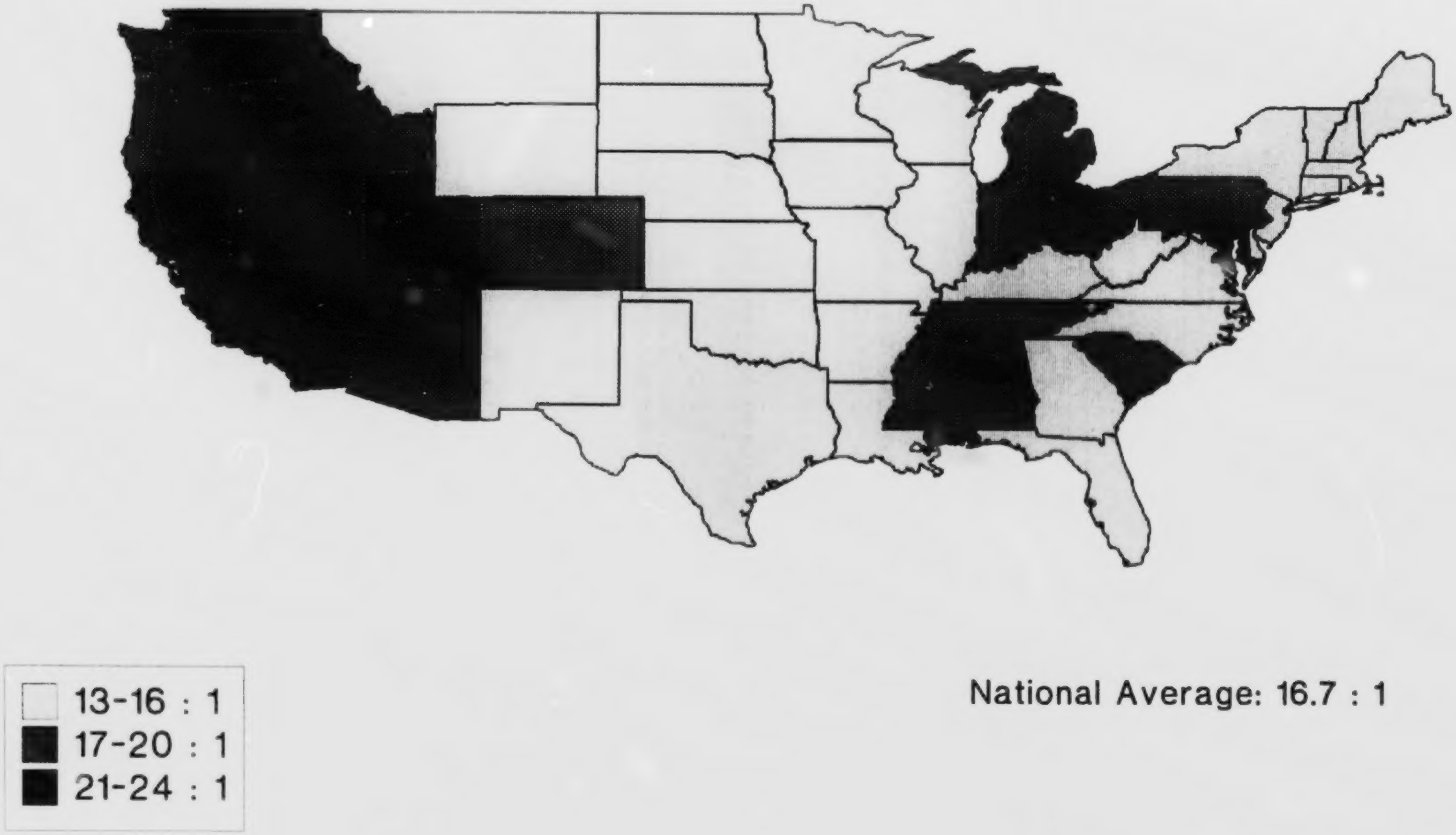
	Student/Teacher Ratio*
NATION	**16.7**
Alabama	16.7
Alaska	14.4
Arizona	18.9
Arkansas	15.1
California	23.2
Colorado	16.8
Connecticut	14.3
Delaware	16.2
Dist. Columbia	13.9
Florida	16.2
Georgia	16.4
Hawaii	17.4
Idaho	18.1
Illinois	15.8
Indiana	16.8
Iowa	14.6
Kansas	14.1
Kentucky	15.9
Louisiana	15.8
Maine	14.0
Maryland	17.8
Massachusetts	14.6
Michigan	18.5
Minnesota	16.3
Mississippi	18.5
Missouri	15.0
Montana	14.3
Nebraska	11.9
Nevada	17.4
New Hampshire	14.6
New Jersey	13.5
New Mexico	16.4
New York	14.7
North Carolina	16.1
North Dakota	13.7
Ohio	17.3
Oklahoma	14.9
Oregon	17.2
Pennsylvania	16.7
Rhode Island	15.1
South Carolina	16.8
South Dakota	13.8
Tennessee	17.9
Texas	15.3
Utah	23.2
Vermont	13.6
Virginia	15.6
Washington	21.4
West Virginia	14.9
Wisconsin	14.8
Wyoming	13.3

* The student/teacher ratio was computed as the number of students divided by the number of full-time equivalent teachers in the state. See Appendix Table A1 for numeric values.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

Figure 1.6

Public School Student/Teacher Ratio, by State: 1990-91


13-16 : 1
17-20 : 1
21-24 : 1
National Average: 16.7 : 1

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

Table 1.7

Percentage of Minority Students, Teachers, and Principals in Public Schools, by State: 1990-91

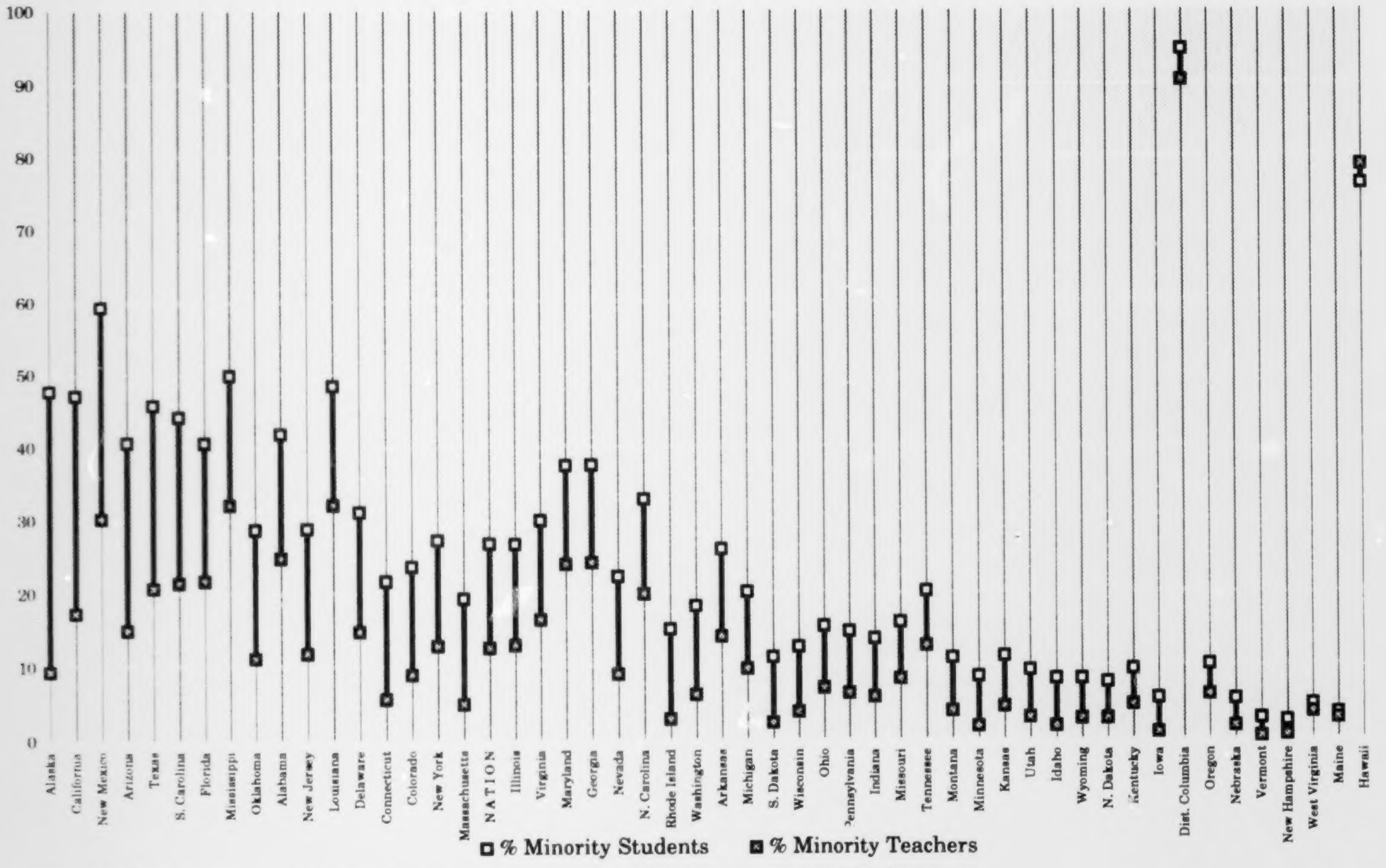
	Minority Students	Minority Teachers	Minority Principals
NATION	**31**	**14**	**14**
Alabama	40	24	26
Alaska	31	12	7
Arizona	39	15	22
Arkansas	27	16	15
California	53	21	24
Colorado	25	9	8
Connecticut	23	7	3
Delaware	30	17	9
Dist. Columbia	95	87	96
Florida	41	22	24
Georgia	37	21	21
Hawaii	76	81	86
Idaho	8	3	--
Illinois	35	15	11
Indiana	14	5	12
Iowa	8	2	2
Kansas	14	5	3
Kentucky	9	4	9
Louisiana	47	30	33
Maine	3	2	--
Maryland	38	24	26
Massachusetts	21	3	7
Michigan	22	11	12
Minnesota	10	3	4
Mississippi	48	29	29
Missouri	18	6	8
Montana	12	6	--
Nebraska	11	4	4
Nevada	26	11	12
New Hampshire	3	2	0
New Jersey	32	12	12
New Mexico	58	28	41
New York	34	10	7
North Carolina	32	20	21
North Dakota	9	3	3
Ohio	15	7	10
Oklahoma	28	13	15
Oregon	11	5	6
Pennsylvania	16	7	5
Rhode Island	17	2	--
South Carolina	43	21	29
South Dakota	13	3	3
Tennessee	22	15	10
Texas	48	19	25
Utah	8	4	4
Vermont	3	2	--
Virginia	32	18	13
Washington	18	5	7
West Virginia	5	5	0
Wisconsin	15	2	5
Wyoming	10	5	--

-- Too few cases for a reliable estimate

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire)

Figure 1.7

Difference Between the Percentages of Public School Students and Teachers Who Are Minorities, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

Table 1.8

Percentage of Public Elementary and Secondary Schools Providing and Students Receiving Chapter 1 Services, by State: 1990-91

	Elementary Schools	Elementary Students	Secondary Schools	Secondary Students
NATION	**77**	**23**	**43**	**16**
Alabama	86	32	34	--
Alaska	39	--	--	--
Arizona	67	24	66	11
Arkansas	97	28	62	13
California	65	43	36	26
Colorado	57	13	42	--
Connecticut	77	13	55	8
Delaware	90	--	--	--
Dist. Columbia	77	33	--	--
Florida	78	30	29	--
Georgia	74	25	35	--
Hawaii	43	--	--	--
Idaho	82	14	50	--
Illinois	80	15	56	13
Indiana	83	20	32	--
Iowa	89	19	34	--
Kansas	68	14	31	--
Kentucky	90	39	51	21
Louisiana	77	30	26	--
Maine	96	21	28	--
Maryland	68	36	17	--
Massachusetts	77	17	43	12
Michigan	78	21	45	31
Minnesota	92	19	39	--
Mississippi	91	36	48	22
Missouri	74	21	39	11
Montana	69	11	83	11
Nebraska	64	11	63	--
Nevada	38	--	--	--
New Hampshire	92	17	--	--
New Jersey	79	18	74	16
New Mexico	78	21	44	--
New York	84	21	75	12
North Carolina	81	21	31	--
North Dakota	83	20	77	10
Ohio	86	18	36	7
Oklahoma	85	19	61	25
Oregon	76	18	45	--
Pennsylvania	89	18	40	18
Rhode Island	65	16	--	--
South Carolina	63	30	30	--
South Dakota	87	29	59	16
Tennessee	81	33	22	--
Texas	76	28	34	19
Utah	59	20	45	--
Vermont	99	15	--	--
Virginia	72	21	14	--
Washington	72	17	52	13
West Virginia	76	32	24	--
Wisconsin	85	14	44	--
Wyoming	53	15	--	--

-- Too few cases for a reliable estimate.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

Table 1.9

Percentage of Public Elementary and Secondary Schools and Students Participating in Free or Reduced Price Lunch Programs by State: 1990-91

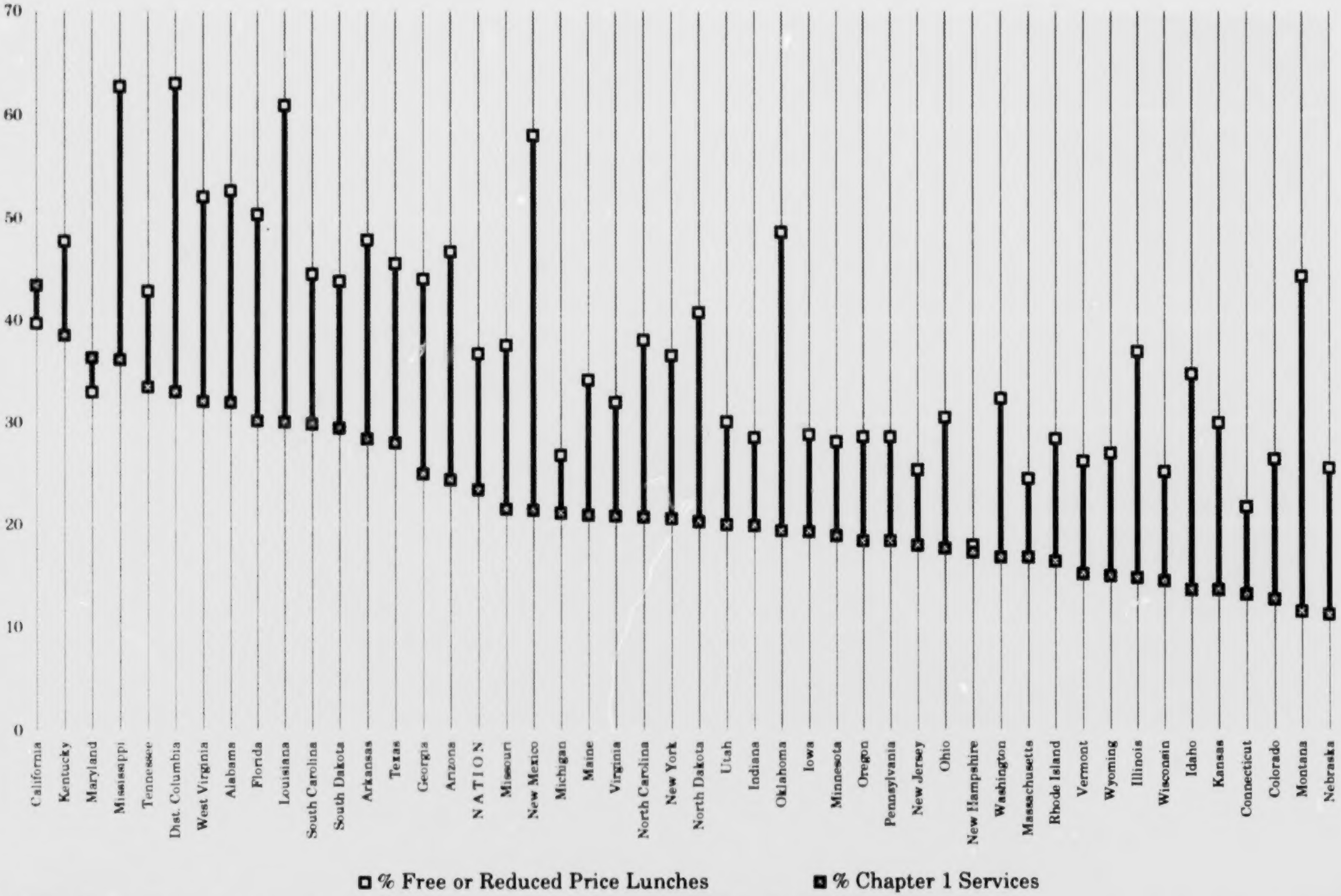
	Elementary Schools	Elementary Students	Secondary Schools	Secondary Students
NATION	**97**	**37**	**94**	**26**
Alabama	99	53	97	33
Alaska	93	23	--	--
Arizona	93	47	75	32
Arkansas	100	48	98	37
California	96	40	85	25
Colorado	100	26	93	20
Connecticut	94	22	90	15
Delaware	97	29	--	--
Dist. Columbia	100	63	--	--
Florida	100	50	90	31
Georgia	100	44	100	25
Hawaii	100	36	--	--
Idaho	96	35	96	27
Illinois	98	37	97	22
Indiana	100	28	97	17
Iowa	100	29	92	22
Kansas	100	30	100	25
Kentucky	100	48	98	38
Louisiana	95	61	89	41
Maine	100	34	88	23
Maryland	98	33	98	20
Massachusetts	99	24	98	13
Michigan	95	27	93	20
Minnesota	100	28	99	22
Mississippi	100	63	94	53
Missouri	100	38	94	26
Montana	83	44	98	30
Nebraska	56	25	99	26
Nevada	86	26	79	--
New Hampshire	96	18	100	10
New Jersey	91	25	93	14
New Mexico	99	58	96	41
New York	92	37	90	26
North Carolina	100	38	99	24
North Dakota	90	41	97	40
Ohio	100	30	94	18
Oklahoma	99	49	96	50
Oregon	92	29	92	18
Pennsylvania	99	29	93	15
Rhode Island	100	28	--	--
South Carolina	100	45	86	35
South Dakota	96	44	99	39
Tennessee	100	43	95	28
Texas	100	46	99	34
Utah	100	30	95	33
Vermont	90	26	--	--
Virginia	100	32	89	19
Washington	97	32	87	25
West Virginia	100	52	92	36
Wisconsin	98	25	91	19
Wyoming	89	27	96	25

-- Too few sample cases for a reliable estimate.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

Figure 1.9

Percentage of Public Elementary School Students Receiving Chapter 1 Services and Free or Reduced Price Lunches, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

2. TEACHER AND PRINCIPAL CHARACTERISTICS BY STATE

Many of the statistics from the Schools and Staffing Survey can be used at the national and state levels to obtain a comprehensive picture of the teaching force in elementary and secondary schools. One of the tasks of the National Center for Education Statistics is producing data for studying teacher supply and demand. Data on the demographic characteristics of current teachers, the number of teachers leaving and being hired, and current conditions and incentives for teaching contribute to understanding teacher supply and demand.

Examples of SASS Analyses by State

The tables and graphs in this section highlight state-by-state differences in the gender, race/ethnicity, and age of teachers and principals, as well as variation by state in staff salaries and recent hiring patterns of teachers. Table 2.1 and accompanying Figures show the distribution of minority teachers and principals across schools in each state. Tables 2.2-2.5 and accompanying Figures illustrate state differences in the age, gender, and race/ethnicity of teachers by grade level and in science and mathematics. Table 2.6 highlights state-by-state data on the percentage of "newly hired" in 1990-91 and the percentage of teachers who were "new, first-year teachers." The plans of teachers and principals to remain in education are presented in Tables 2.7 and 2.8, and variation in average salaries by state are highlighted in Tables 2.9 and 2.10. Table 2.11 illustrates state differences in gender and race/ethnicity of principals.

Other Uses of SASS Staffing Data

These data on teachers in public schools can be used by states to analyze specific aspects of teacher supply and demand, such as the number of new, first-year teachers in urban vs. suburban vs. rural schools. States could identify the proportion of mathematics and science teachers who are approaching retirement. Data on the demographic characteristics of teachers can also be tabulated according to school conditions, such as school size, average class size, or rate of teacher turnover.

Other state-level statistics on characteristics of teachers can be produced from SASS, including the numbers of teachers assigned to subject areas (e.g., English, social studies, science, math, vocational, bilingual education, special education), grade levels of assignments, teacher workload, job mobility, and non-education employment. Characteristics of classes taught by elementary teachers and secondary teachers can also be analyzed.

Characteristics of school principals can also be analyzed by state with data from the SASS school administrator survey. Data are available on principal age, experience, employment history and education, and opinions and attitudes. The data derived from this survey provide insight into qualifications of school administrators, school problems administrators view as serious, and how administrators perceive their influence on school policies.

Table 2.1

Percentage of Public Schools With Different Proportions of Minority Teachers and Percentage With Minority Principal, by State: 1990-91

	< 1% Minority Teachers	1-9% Minority Teachers	10-29% Minority Teachers	≥ 30% Minority Teachers	% With Minority Principal
NATION	**44**	**24**	**19**	**13**	**14**
Alabama	12	18	43	27	25
Alaska	42	23	30	6	7
Arizona	22	33	31	14	22
Arkansas	43	16	22	19	15
California	23	25	35	17	25
Colorado	30	38	28	5	9
Connecticut	47	36	12	5	3
Delaware	9	33	53	--	9
Dist. Columbia	0	0	0	100	97
Florida	6	27	44	24	24
Georgia	16	23	37	25	20
Hawaii	--	--	0	98	86
Idaho	69	27	4	0	--
Illinois	58	18	9	16	11
Indiana	60	29	7	5	12
Iowa	84	15	--	0	3
Kansas	72	16	10	2	3
Kentucky	58	28	12	2	9
Louisiana	5	17	36	42	33
Maine	87	9	4	--	--
Maryland	11	26	30	33	26
Massachusetts	63	20	15	2	7
Michigan	61	21	5	13	13
Minnesota	75	20	5	--	4
Mississippi	7	16	37	40	28
Missouri	61	25	4	11	8
Montana	80	13	4	3	--
Nebraska	87	9	3	--	4
Nevada	34	34	29	3	12
New Hampshire	89	11	0	0	0
New Jersey	30	38	22	11	13
New Mexico	10	15	36	39	40
New York	44	28	15	14	8
North Carolina	13	27	39	20	21
North Dakota	89	4	4	3	3
Ohio	64	18	11	6	10
Oklahoma	33	29	30	9	15
Oregon	50	38	9	3	6
Pennsylvania	66	21	7	6	6
Rhode Island	71	24	4	--	--
South Carolina	4	32	41	24	29
South Dakota	87	7	4	3	4
Tennessee	34	31	20	15	10
Texas	22	29	24	25	26
Utah	61	32	7	--	4
Vermont	92	8	0	0	--
Virginia	21	35	27	17	13
Washington	44	37	16	2	7
West Virginia	73	16	11	--	0
Wisconsin	73	16	8	3	6
Wyoming	74	22	4	0	--

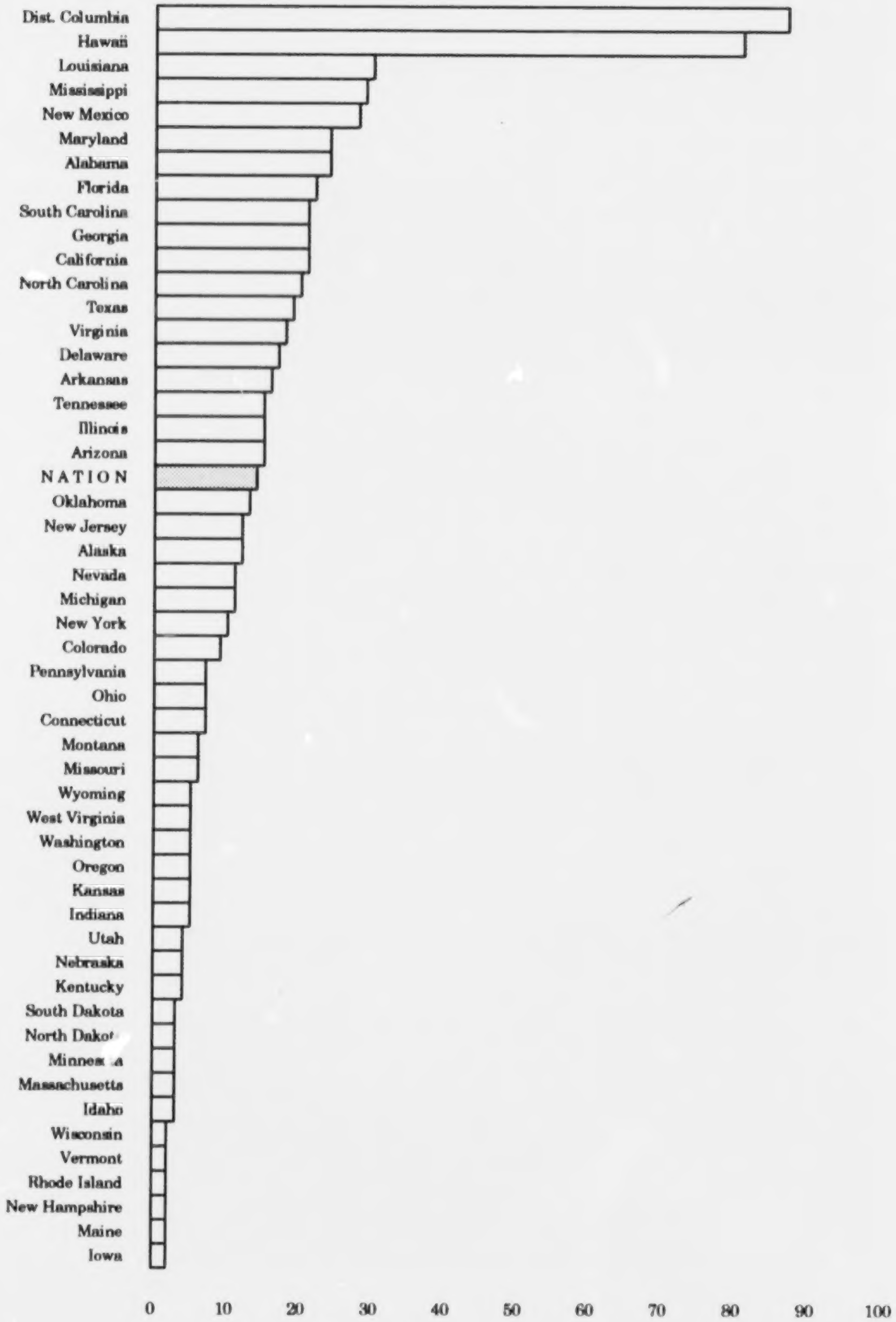
-- Too few cases for a reliable estimate.

Note: Details may not add to 100% due to rounding or cell suppression.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher and Administrator Questionnaires).

Figure 2.1A

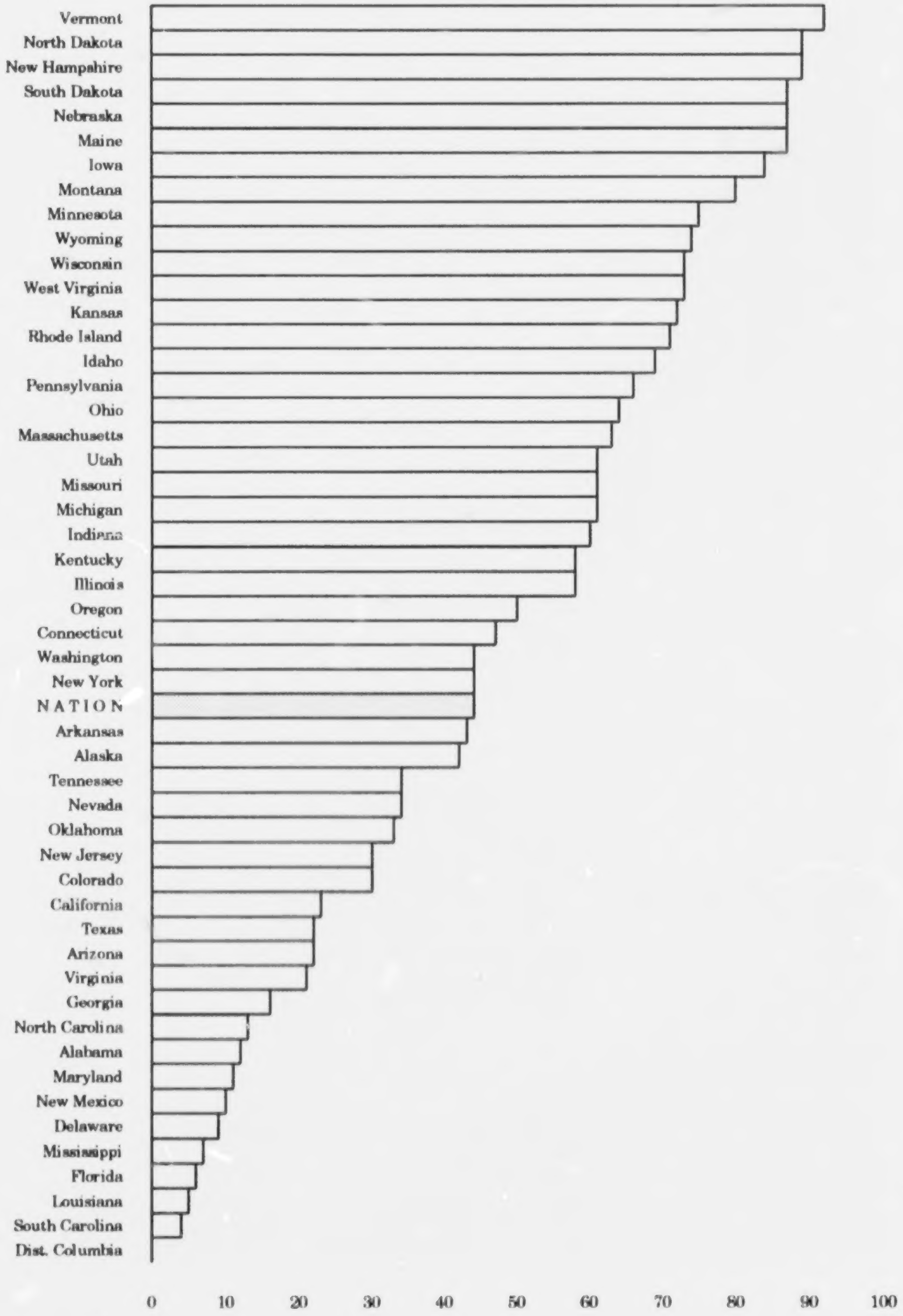
Percentage of Public School Teachers Who Are Minority, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 2.1B

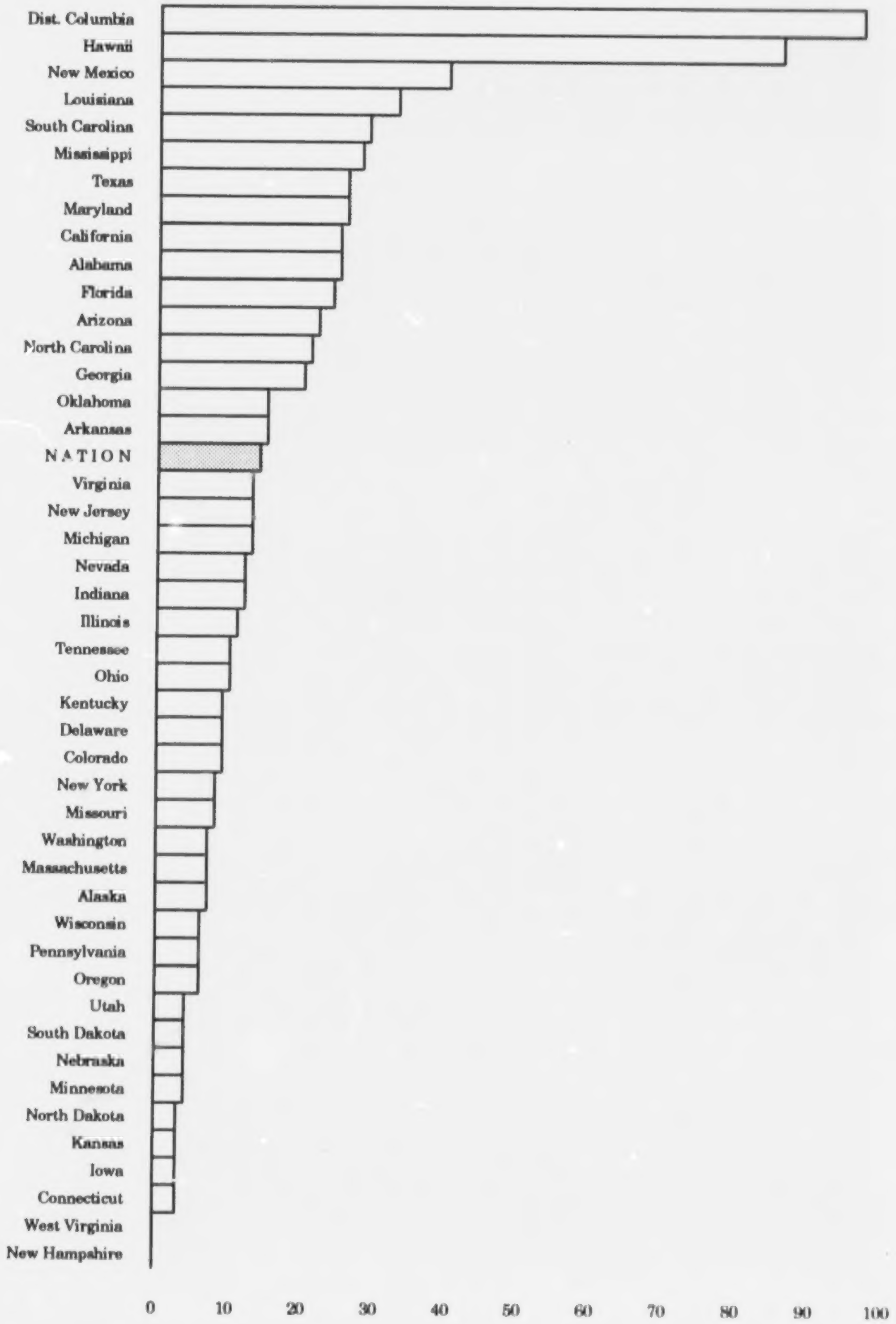
Percentage of Public Schools With Fewer Than 1% Minority Teachers, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire)

Figure 2.1C

Percentage of Public School Principals Who Are Minority, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Administrator Questionnaire).

Table 2.2

Percentage of Grades K-6 Public School Teachers Who Are Female or Minority, by State: 1990-91

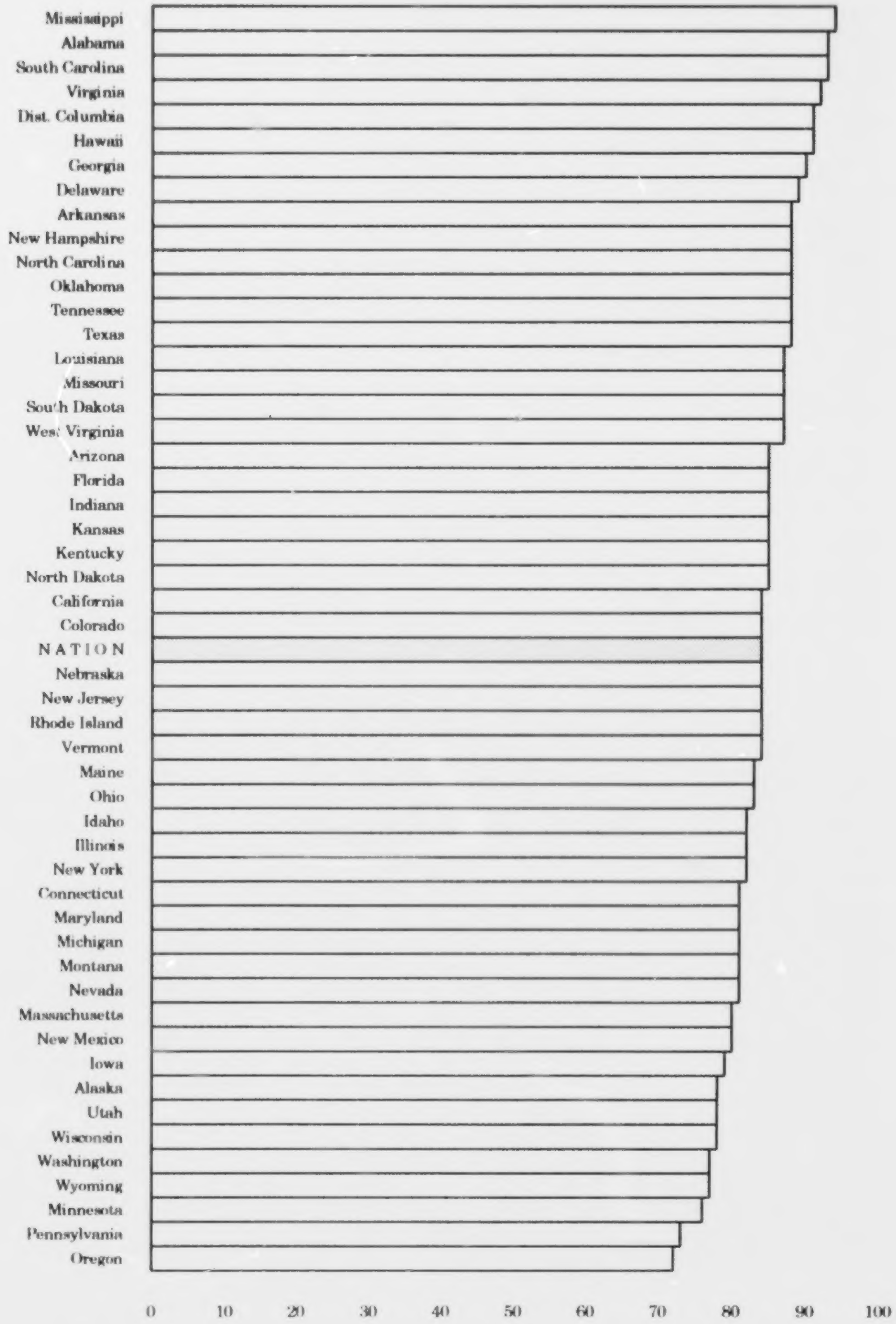
	Female	Minority
NATION	**84**	**14**
Alabama	93	25
Alaska	78	13
Arizona	85	18
Arkansas	88	15
California	84	22
Colorado	84	10
Connecticut	81	7
Delaware	89	16
Dist. Columbia	91	86
Florida	85	24
Georgia	90	20
Hawaii	91	83
Idaho	82	2
Illinois	82	16
Indiana	85	4
Iowa	79	2
Kansas	85	4
Kentucky	85	4
Louisiana	87	29
Maine	83	2
Maryland	81	27
Massachusetts	80	3
Michigan	81	12
Minnesota	76	2
Mississippi	94	29
Missouri	87	8
Montana	81	8
Nebraska	84	5
Nevada	81	10
New Hampshire	88	2
New Jersey	84	15
New Mexico	80	27
New York	82	10
North Carolina	88	22
North Dakota	85	4
Ohio	83	9
Oklahoma	88	13
Oregon	72	6
Pennsylvania	73	9
Rhode Island	84	3
South Carolina	93	21
South Dakota	87	3
Tennessee	88	16
Texas	88	20
Utah	78	4
Vermont	84	1
Virginia	92	17
Washington	77	6
West Virginia	87	5
Wisconsin	78	1
Wyoming	77	5

– Too few cases for a reliable estimate.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 2.2

Percentage of K-6 Public School Teachers Who Are Female, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire)

Table 2.3

Percentage of Public Elementary School Teachers by Age, by State: 1990-91

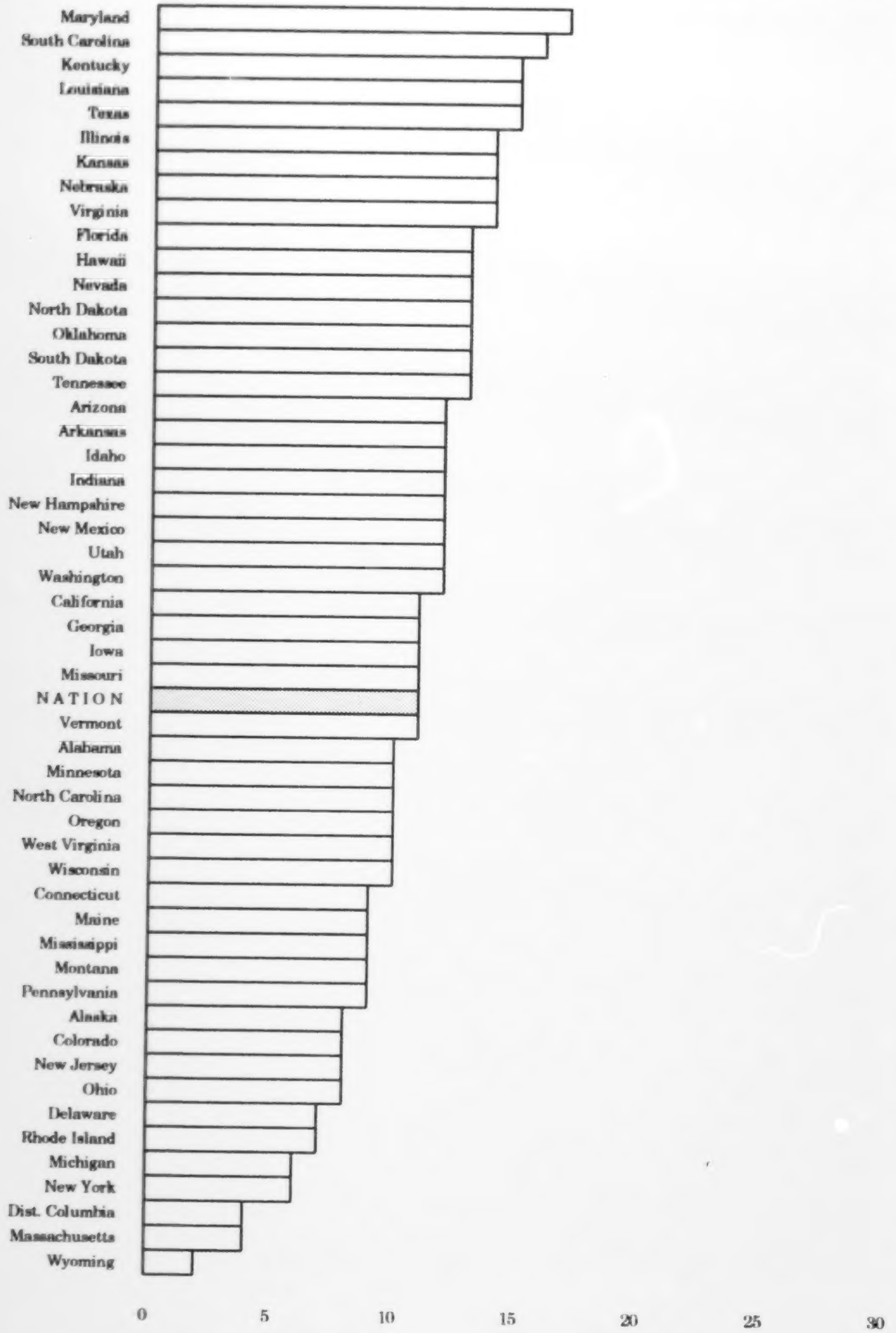
	Age < 30	Age 30-49	Age 50-54	Age 55 +
NATION	**11**	**67**	**11**	**12**
Alabama	10	73	8	9
Alaska	8	72	13	7
Arizona	12	66	11	11
Arkansas	12	67	11	11
California	11	61	12	15
Colorado	8	71	14	8
Connecticut	9	62	12	17
Delaware	7	71	5	18
Dist. Columbia	4	61	13	21
Florida	13	66	9	12
Georgia	11	75	7	7
Hawaii	13	65	15	7
Idaho	12	62	11	15
Illinois	14	62	12	12
Indiana	12	64	13	12
Iowa	11	61	12	16
Kansas	14	61	8	18
Kentucky	15	70	5	11
Louisiana	15	67	9	9
Maine	9	73	8	11
Maryland	17	64	13	5
Massachusetts	4	72	11	13
Michigan	6	69	13	12
Minnesota	10	68	15	8
Mississippi	9	73	11	8
Missouri	11	66	11	12
Montana	9	75	10	7
Nebraska	14	67	6	13
Nevada	13	66	12	9
New Hampshire	12	71	8	8
New Jersey	8	68	11	14
New Mexico	12	67	12	10
New York	6	68	12	15
North Carolina	10	72	9	9
North Dakota	13	66	11	11
Ohio	8	69	13	11
Oklahoma	13	70	10	7
Oregon	10	70	12	8
Pennsylvania	9	69	10	12
Rhode Island	7	75	7	10
South Carolina	16	68	4	12
South Dakota	13	69	6	11
Tennessee	13	61	13	14
Texas	15	62	13	11
Utah	12	63	14	11
Vermont	11	73	9	8
Virginia	14	62	14	10
Washington	12	67	11	10
West Virginia	10	80	4	7
Wisconsin	10	63	12	15
Wyoming	2	75	12	10

Note: Details may not add to 100% due to rounding or cell suppression.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire)

Figure 2.3A

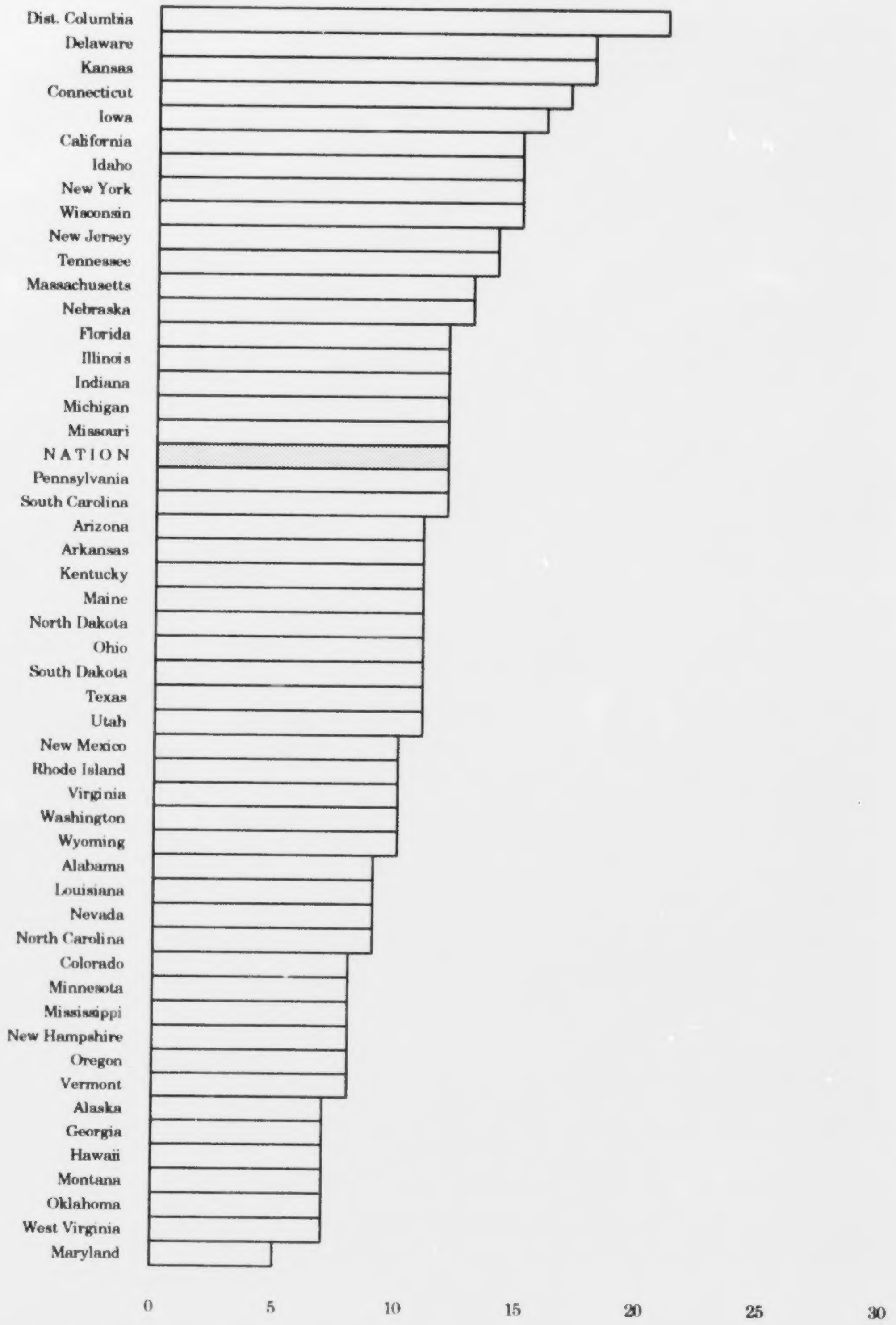
Percentage of Public Elementary School Teachers Under 30, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire)

Figure 2.3B

Percentage of Public Elementary School Teachers Aged 55 or Older, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Table 2.4

Percentage of Public Secondary School Teachers by Age, by State: 1990-91

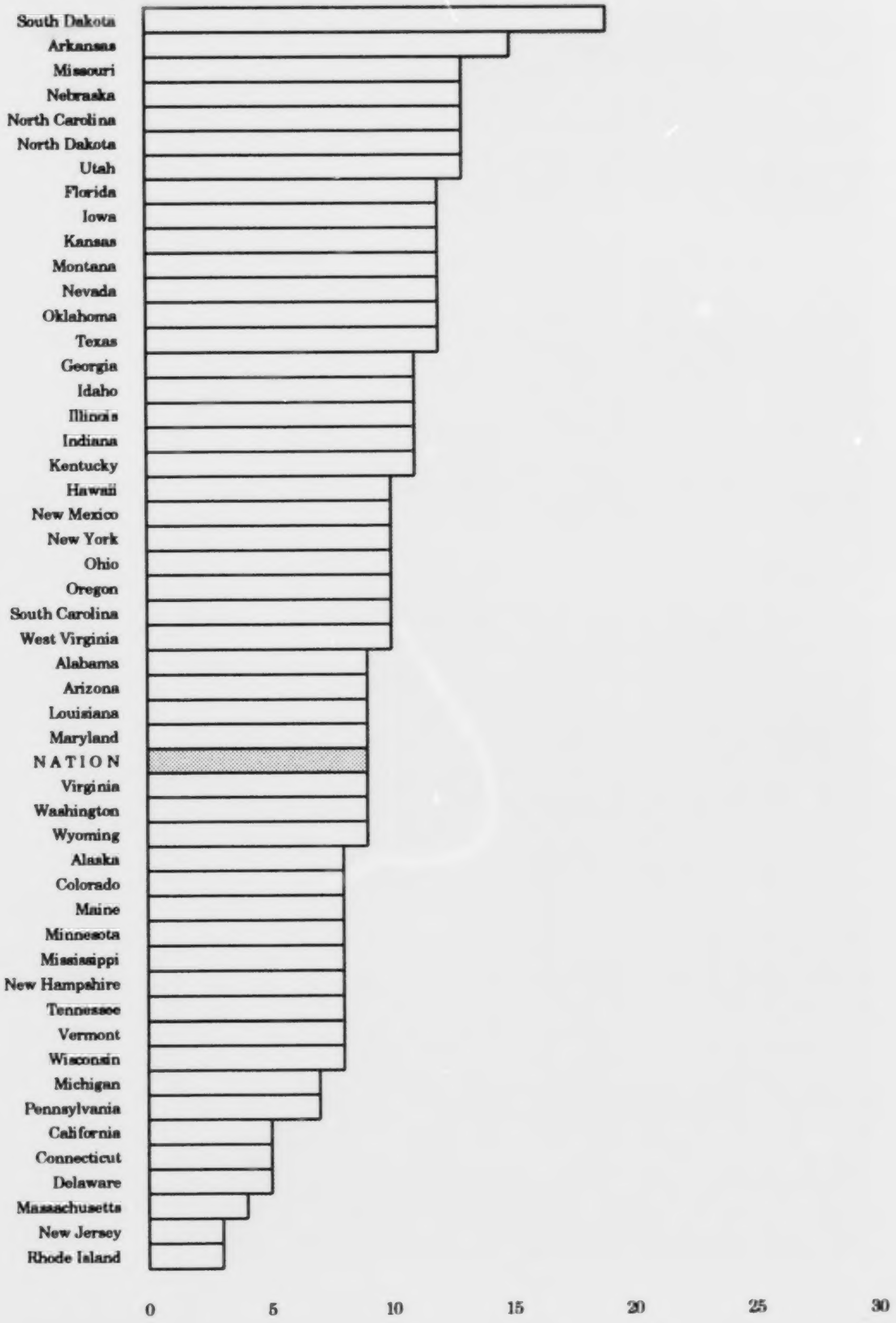
	Age < 30	**Age 30-49**	**Age 50-54**	**Age 55 +**
NATION	**9**	**68**	**12**	**11**
Alabama	9	69	11	12
Alaska	8	78	8	6
Arizona	9	71	12	8
Arkansas	15	68	9	8
California	5	66	12	16
Colorado	8	73	12	7
Connecticut	5	64	15	17
Delaware	5	64	15	16
Dist. Columbia	--	55	14	28
Florida	12	63	13	12
Georgia	11	71	10	9
Hawaii	10	68	14	7
Idaho	11	69	11	10
Illinois	11	66	13	10
Indiana	11	68	11	10
Iowa	12	67	10	11
Kansas	12	64	10	14
Kentucky	11	72	9	8
Louisiana	9	69	12	11
Maine	8	72	13	7
Maryland	9	67	15	9
Massachusetts	4	66	12	17
Michigan	7	65	17	11
Minnesota	8	63	17	12
Mississippi	8	71	12	9
Missouri	13	67	11	10
Montana	12	72	9	7
Nebraska	13	72	7	7
Nevada	12	62	13	13
New Hampshire	8	72	9	11
New Jersey	3	74	12	10
New Mexico	10	67	13	10
New York	10	61	14	16
North Carolina	13	67	10	10
North Dakota	13	68	11	9
Ohio	10	70	12	8
Oklahoma	12	67	12	8
Oregon	10	66	16	9
Pennsylvania	7	67	13	13
Rhode Island	3	83	6	8
South Carolina	10	70	13	8
South Dakota	19	67	5	9
Tennessee	8	67	13	12
Texas	12	70	11	8
Utah	13	64	12	12
Vermont	8	74	10	8
Virginia	9	71	11	9
Washington	9	66	16	9
West Virginia	10	77	7	5
Wisconsin	8	73	10	9
Wyoming	9	73	10	8

Note: Details may not add to 100% due to rounding or cell suppression.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 2.4A

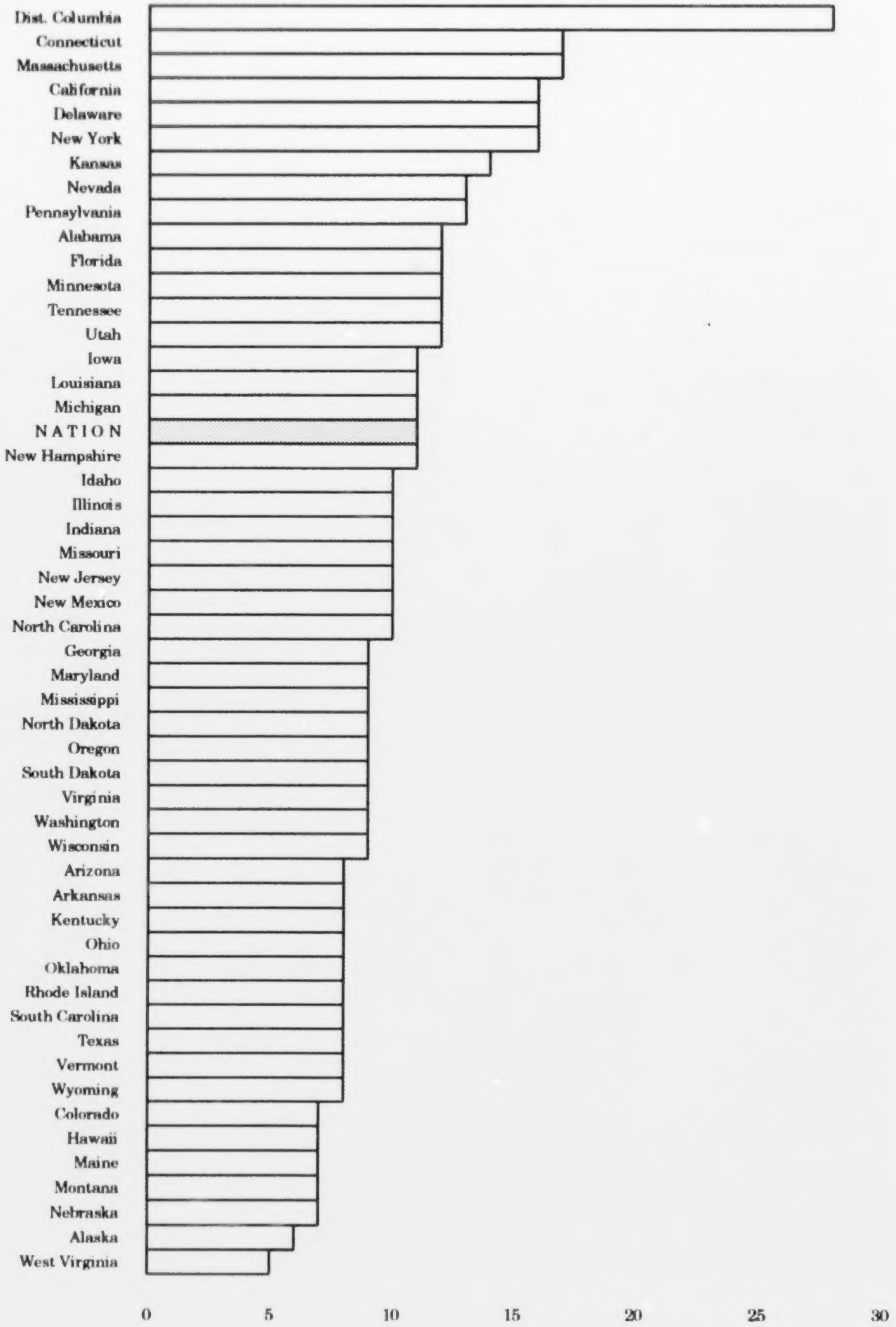
Percentage of Public Secondary School Teachers Under 30, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 2.4B

Percentage of Public Secondary School Teachers Aged 55 or Older, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire)

Table 2.5

Percentage of Grades 9-12 Public School Science and Mathematics Teachers Who Are Female or Minority, by State: 1990-91

	Female Science Teachers	**Minority Science Teachers**	**Female Mathematics Teachers**	**Minority Mathematics Teachers**
NATION	**35**	**10**	**45**	**13**
Alabama	71	16	71	14
Alaska	15	8	27	4
Arizona	37	7	47	14
Arkansas	51	19	56	8
California	25	28	32	36
Colorado	33	5	27	2
Connecticut	40	9	59	*
Delaware	--	--	--	--
Dist. Columbia	--	--	--	--
Florida	42	24	64	9
Georgia	58	18	68	17
Hawaii	--	--	--	--
Idaho	24	*	35	5
Illinois	41	4	36	13
Indiana	13	4	45	6
Iowa	25	*	36	*
Kansas	29	*	44	0
Kentucky	51	*	65	3
Louisiana	41	24	51	27
Maine	22	0	31	*
Maryland	53	10	51	14
Massachusetts	27	1	40	5
Michigan	27	*	17	*
Minnesota	17	0	31	*
Mississippi	48	34	61	32
Missouri	30	*	47	*
Montana	19	*	21	*
Nebraska	18	*	33	0
Nevada	--	--	60	15
New Hampshire	--	--	--	--
New Jersey	32	5	47	5
New Mexico	40	33	48	28
New York	31	3	49	8
North Carolina	57	14	59	17
North Dakota	21	0	37	*
Ohio	32	0	31	0
Oklahoma	25	6	50	13
Oregon	25	*	29	4
Pennsylvania	29	*	48	*
Rhode Island	--	--	--	--
South Carolina	47	29	70	11
South Dakota	25	*	43	0
Tennessee	48	14	62	9
Texas	43	17	54	17
Utah	27	*	32	6
Vermont	--	--	--	--
Virginia	46	*	63	18
Washington	25	4	24	6
West Virginia	55	*	56	*
Wisconsin	16	*	30	*
Wyoming	19	*	28	*

* Less than 0.5%.

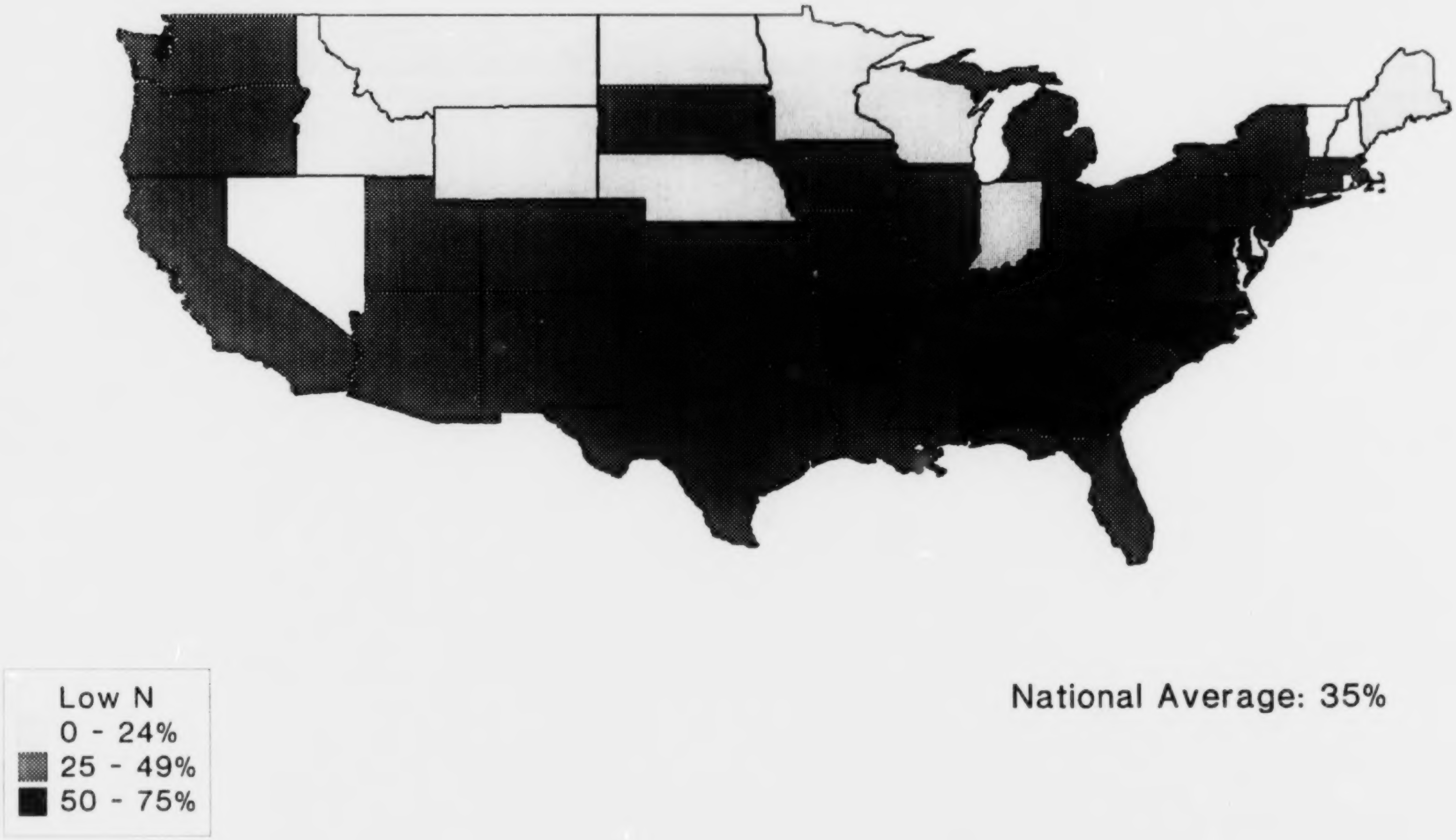
-- Too few sample cases for a reliable estimate.

Note: Interpret with caution. Standard errors (appendix table B.2.5) vary from less than one percent to over 11 percent.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 2.5A

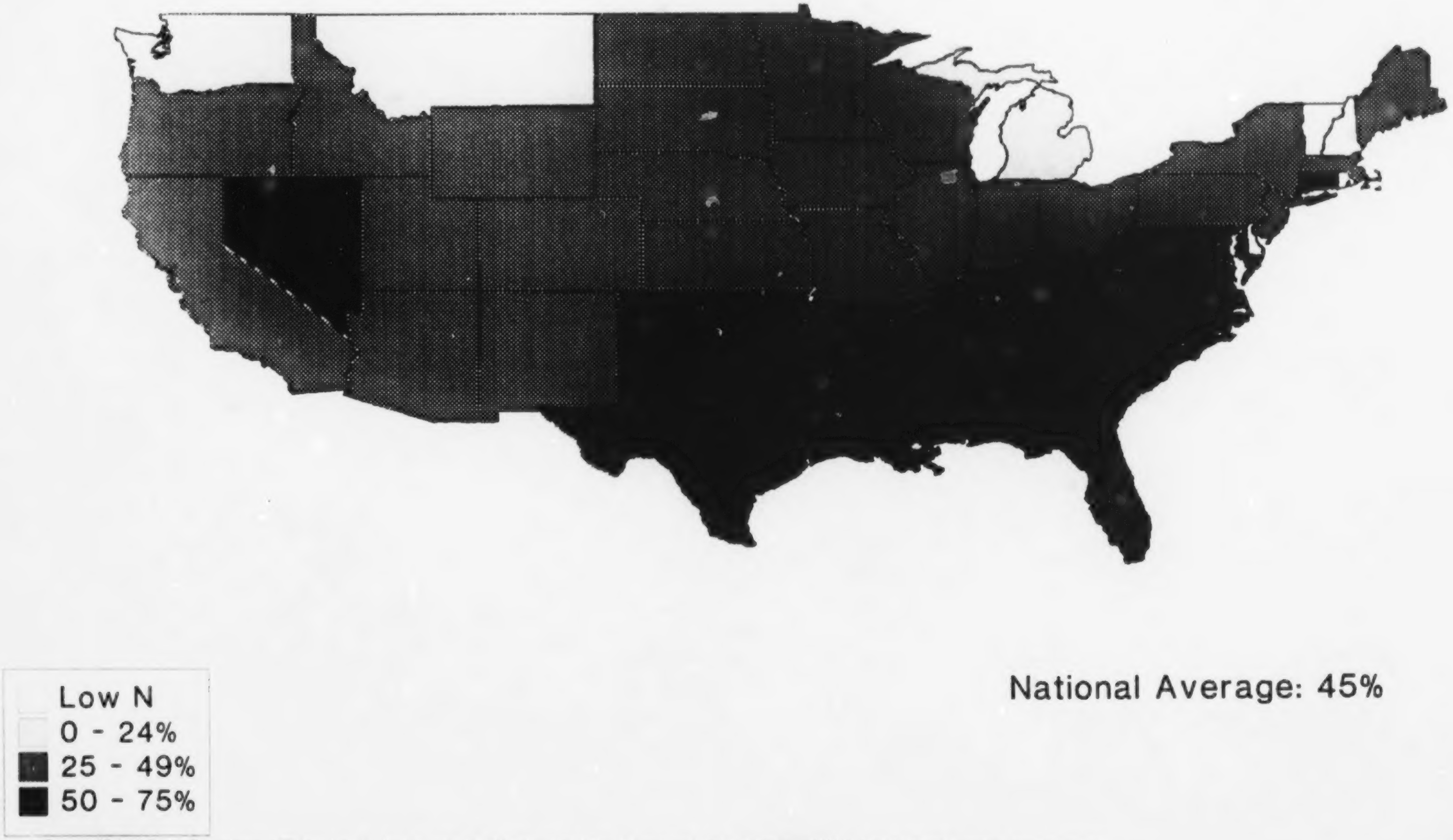
Percentage of Grades 9-12 Public School Science Teachers Who Are Female, by State: 1990-91


Low N
0 - 24%
▨ 25 - 49%
■ 50 - 75%
National Average: 35%

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 2.5B

Percentage of Grades 9-12 Public School Mathematics Teachers Who Are Female, by State: 1990-91


Low N
0 - 24%
25 - 49%
50 - 75%
National Average: 45%

Source: [illegible]ited States Department of Education, National Center for Education Statistics, Schools and Staffing Sur[illegible]1990-91 (Public School Teacher Questionnaire).

Table 2.6

Percentage of Public School Teachers Who Are Newly Hired and Percentage Who Are First-Time Teachers, by State: 1990-91

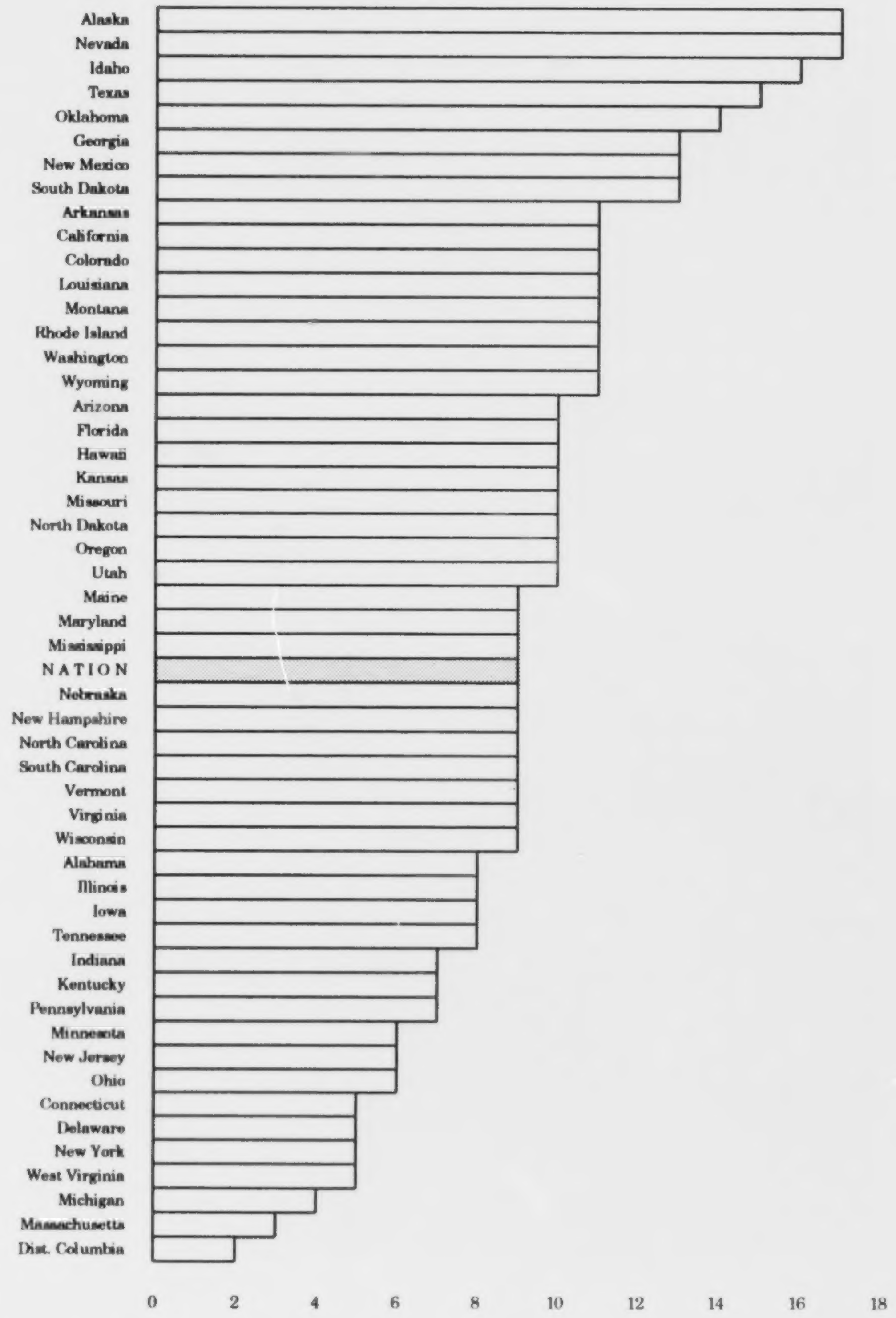
	Newly Hired	Newly Hired Who Are First-Time
NATION	**9**	**41**
Alabama	8	39
Alaska	17	34
Arizona	10	48
Arkansas	11	42
California	11	41
Colorado	11	43
Connecticut	5	43
Delaware	5	--
Dist. Columbia	2	--
Florida	10	58
Georgia	13	32
Hawaii	10	48
Idaho	16	38
Illinois	8	41
Indiana	7	44
Iowa	8	35
Kansas	10	38
Kentucky	7	37
Louisiana	11	43
Maine	9	43
Maryland	9	53
Massachusetts	3	26
Michigan	4	27
Minnesota	6	43
Mississippi	9	40
Missouri	10	46
Montana	11	39
Nebraska	9	41
Nevada	17	46
New Hampshire	9	50
New Jersey	6	33
New Mexico	13	36
New York	5	38
North Carolina	9	43
North Dakota	10	33
Ohio	6	44
Oklahoma	14	37
Oregon	10	36
Pennsylvania	7	45
Rhode Island	11	35
South Carolina	9	40
South Dakota	13	42
Tennessee	8	24
Texas	15	38
Utah	10	53
Vermont	9	24
Virginia	9	37
Washington	11	48
West Virginia	5	37
Wisconsin	9	39
Wyoming	11	39

-- Too few cases for a reliable estimate

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire)

Figure 2.6A

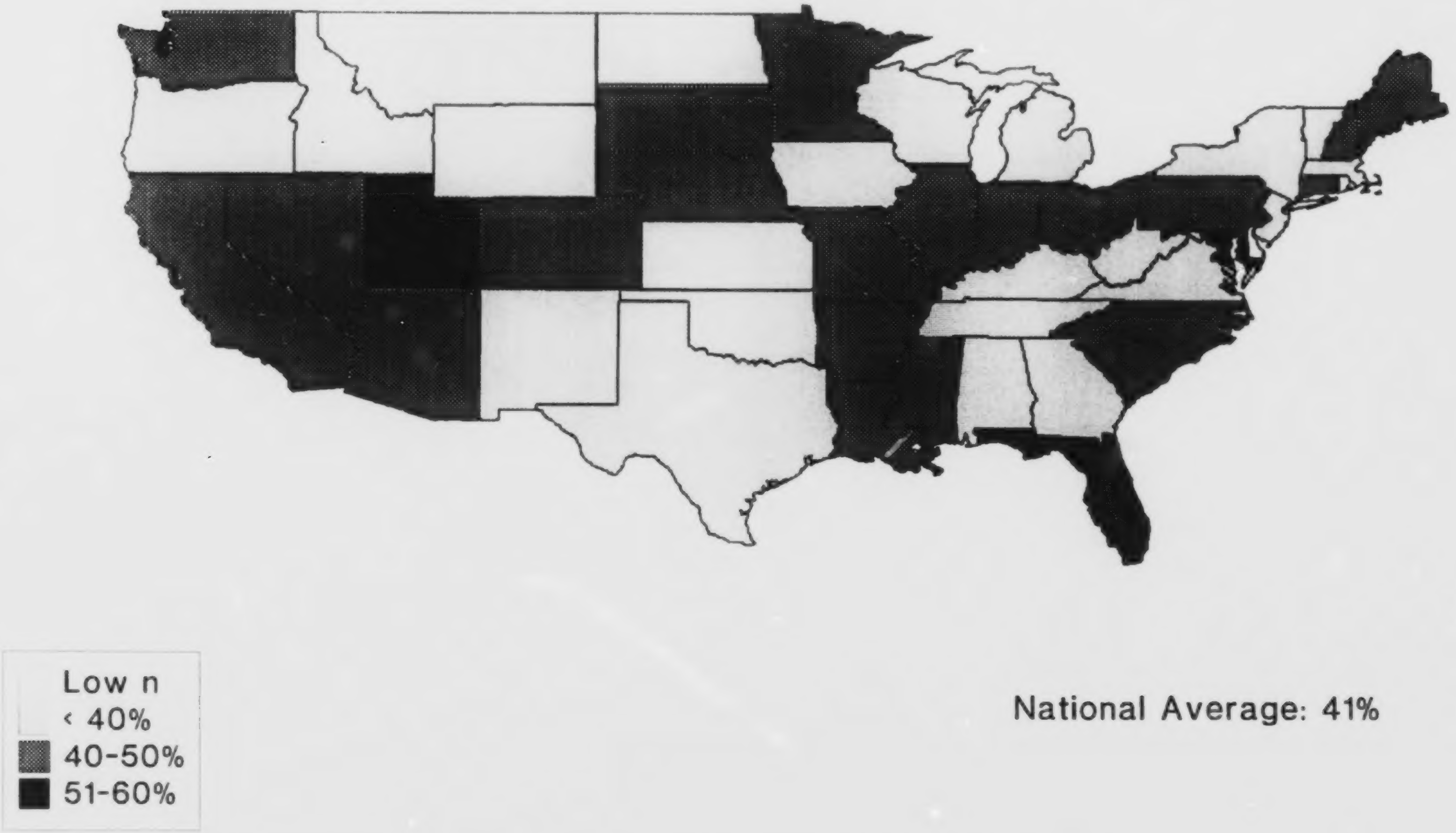
Percentage of Public School Teachers Who Are Newly Hired, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 2.6B

Percentage of Newly Hired Public School Teachers Who Are First-Time Teachers, by State: 1990-91


Low n
< 40%
▨ 40-50%
■ 51-60%
National Average: 41%

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Table 2.7

Percentage of Public School Teachers by Their Plans to Remain in Teaching, by State: 1990-91

	Plan to Stay While Able	Plan to Stay Until Retire	Probably Will Continue	Plan to Leave	Undecided
NATION	**35**	**39**	**10**	**3**	**13**
Alabama	30	46	7	4	13
Alaska	36	39	8	2	15
Arizona	36	36	12	2	14
Arkansas	30	37	14	4	14
California	42	33	10	3	13
Colorado	36	38	9	2	15
Connecticut	41	42	4	2	11
Delaware	25	48	12	3	12
Dist. Columbia	32	38	6	7	18
Florida	40	35	10	3	13
Georgia	32	40	11	3	14
Hawaii	29	46	12	2	11
Idaho	32	40	14	2	13
Illinois	35	37	11	3	14
Indiana	37	43	9	2	10
Iowa	30	40	18	2	12
Kansas	36	34	15	3	12
Kentucky	31	49	6	2	12
Louisiana	29	37	10	5	19
Maine	41	28	12	3	16
Maryland	34	45	6	3	12
Massachusetts	41	33	9	3	14
Michigan	37	42	7	3	12
Minnesota	30	47	10	3	11
Mississippi	33	45	8	3	12
Missouri	32	46	9	2	12
Montana	36	35	12	2	14
Nebraska	36	33	14	3	15
Nevada	38	41	9	2	11
New Hampshire	45	28	12	3	12
New Jersey	42	37	7	2	11
New Mexico	35	38	11	3	13
New York	42	36	5	6	12
North Carolina	23	45	12	4	16
North Dakota	33	30	19	2	15
Ohio	34	49	9	2	8
Oklahoma	29	49	8	2	12
Oregon	32	43	13	3	10
Pennsylvania	38	44	5	2	10
Rhode Island	40	48	4	2	6
South Carolina	31	41	13	2	14
South Dakota	32	33	15	2	17
Tennessee	34	41	11	2	13
Texas	34	32	13	5	17
Utah	29	39	17	4	12
Vermont	40	31	15	2	13
Virginia	29	44	11	2	14
Washington	25	45	11	4	15
West Virginia	31	47	11	2	9
Wisconsin	32	45	10	3	10
Wyoming	41	34	12	3	10

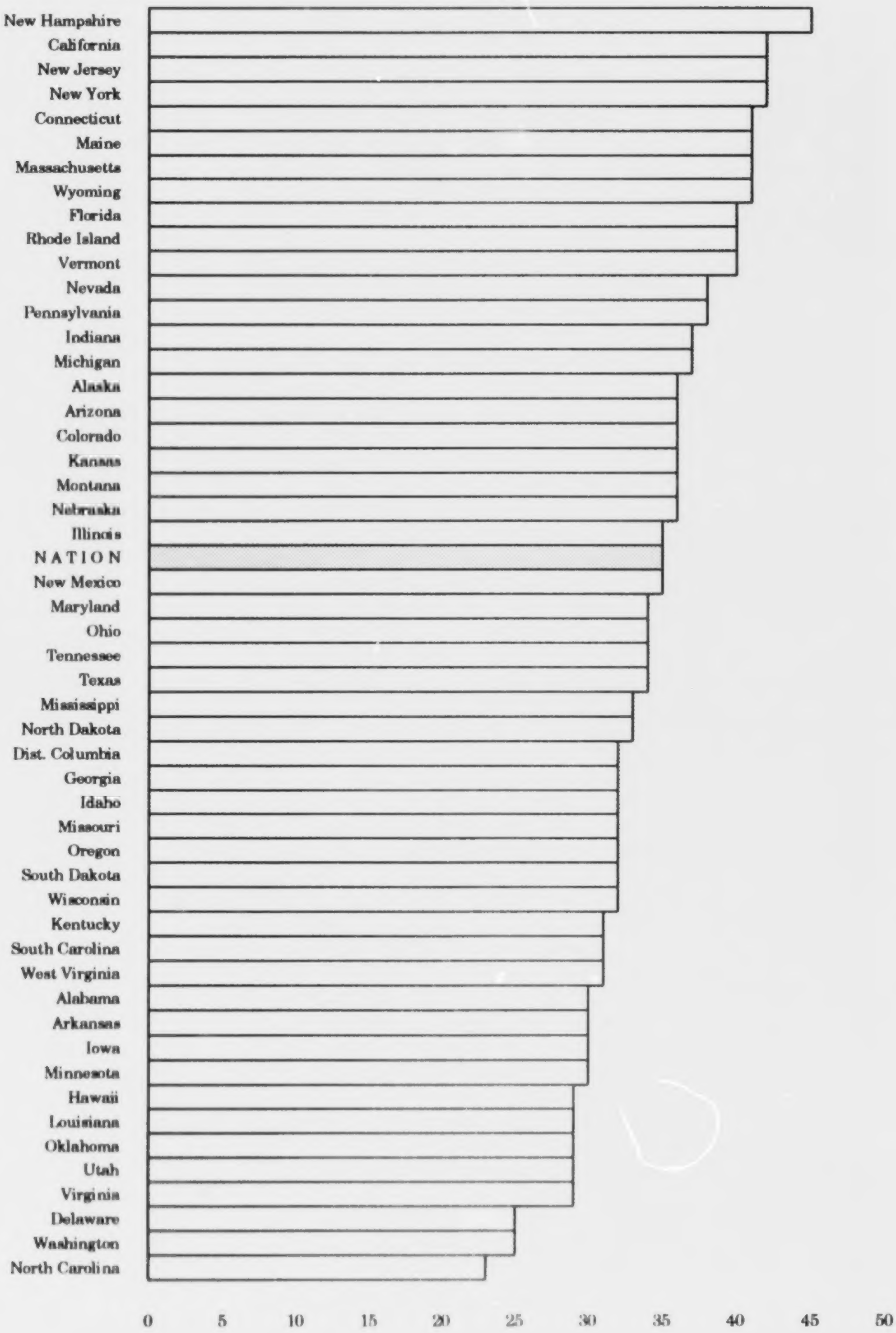
– Too few cases for a reliable estimate.

Note: Details may not add to 100% due to rounding or cell suppression.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 2.7

Percentage of Public School Teachers Who Plan to Stay in Their Position as Long as They Are Able, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire)

Table 2.8

Percentage of Public School Principals by Their Plans to Remain as Principals, by State: 1990-91

	Plan to Stay While Able	Plan to Stay Until Retire	Probably Will Continue	Plan to Leave	Undecided
NATION	**32**	**34**	**15**	**2**	**18**
Alabama	30	36	14	--	20
Alaska	29	26	15	4	26
Arizona	30	30	19	--	20
Arkansas	27	29	19	3	22
California	36	27	20	2	16
Colorado	33	41	9	--	16
Connecticut	37	34	12	1	17
Delaware	42	17	28	--	10
Dist. Columbia	31	28	9	7	24
Florida	41	31	13	1	13
Georgia	28	34	15	--	22
Hawaii	33	25	22	--	20
Idaho	29	33	22	4	12
Illinois	25	43	9	5	18
Indiana	32	29	16	3	20
Iowa	30	43	11	2	14
Kansas	28	33	20	2	17
Kentucky	28	26	15	3	28
Louisiana	36	29	13	3	19
Maine	33	24	15	6	21
Maryland	34	38	11	0	17
Massachusetts	35	34	14	3	14
Michigan	34	30	10	4	23
Minnesota	33	47	9	1	10
Mississippi	29	31	17	2	22
Missouri	26	45	14	2	13
Montana	29	38	7	3	23
Nebraska	39	39	11	--	10
Nevada	24	45	17	--	14
New Hampshire	38	17	10	4	30
New Jersey	28	31	20	4	18
New Mexico	35	25	18	3	19
New York	40	23	12	2	24
North Carolina	33	33	12	--	22
North Dakota	24	35	16	2	22
Ohio	29	35	23	--	13
Oklahoma	26	45	15	2	13
Oregon	30	39	16	3	12
Pennsylvania	29	38	15	1	18
Rhode Island	39	28	17	--	15
South Carolina	31	25	19	--	24
South Dakota	31	32	17	6	14
Tennessee	34	31	8	4	24
Texas	34	32	16	3	15
Utah	33	39	20	--	7
Vermont	36	18	18	--	26
Virginia	25	42	14	3	16
Washington	26	40	13	2	19
West Virginia	17	41	23	--	18
Wisconsin	27	44	11	--	15
Wyoming	29	35	18	4	14

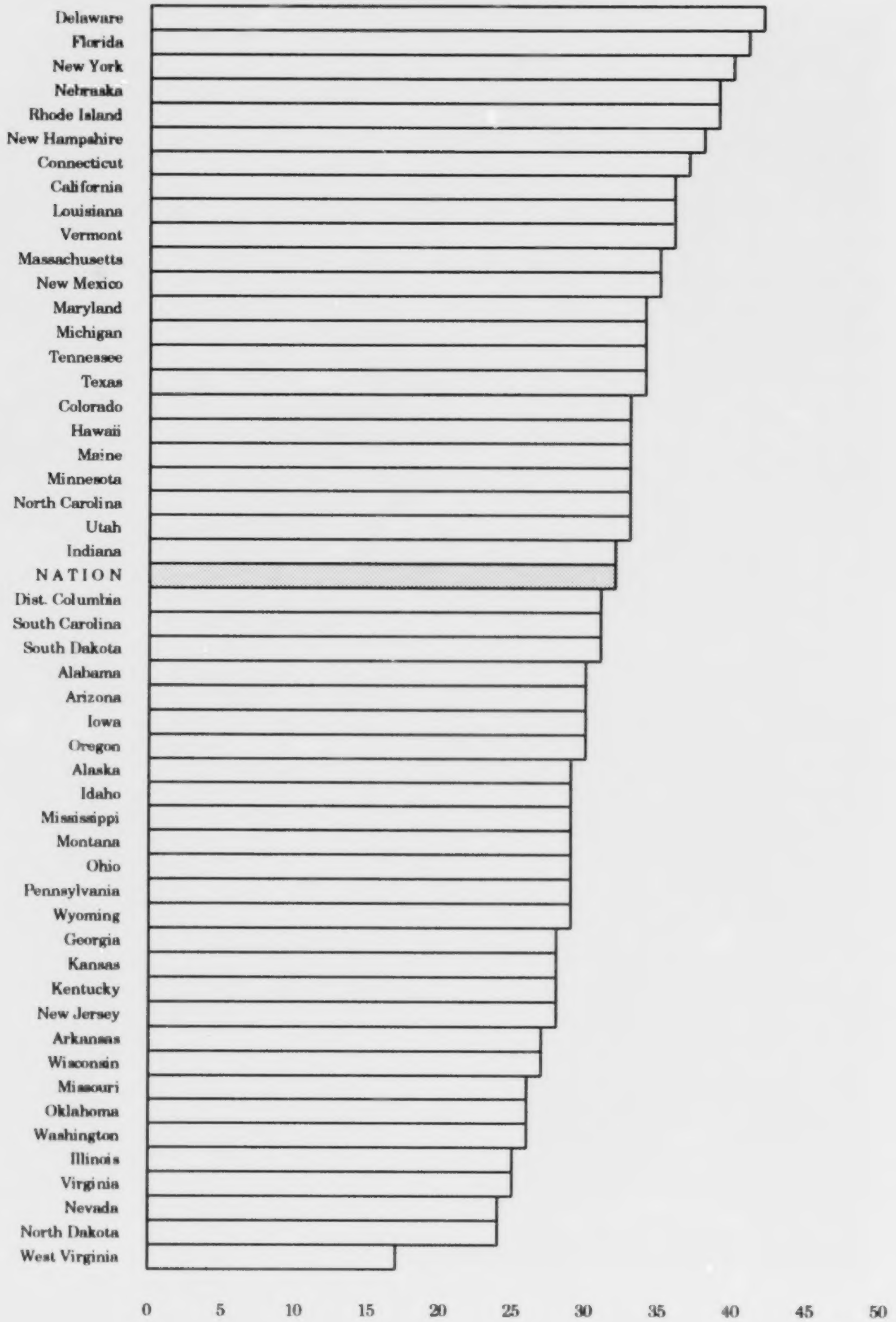
-- Too few cases for a reliable estimate.

Note: Details may not add to 100% due to rounding or cell suppression.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Administrator Questionnaire).

Figure 2.8

Percentage of Public School Principals Who Plan to Stay in Their Position as Long as They Are Able, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Administrator Questionnaire).

Table 2.9

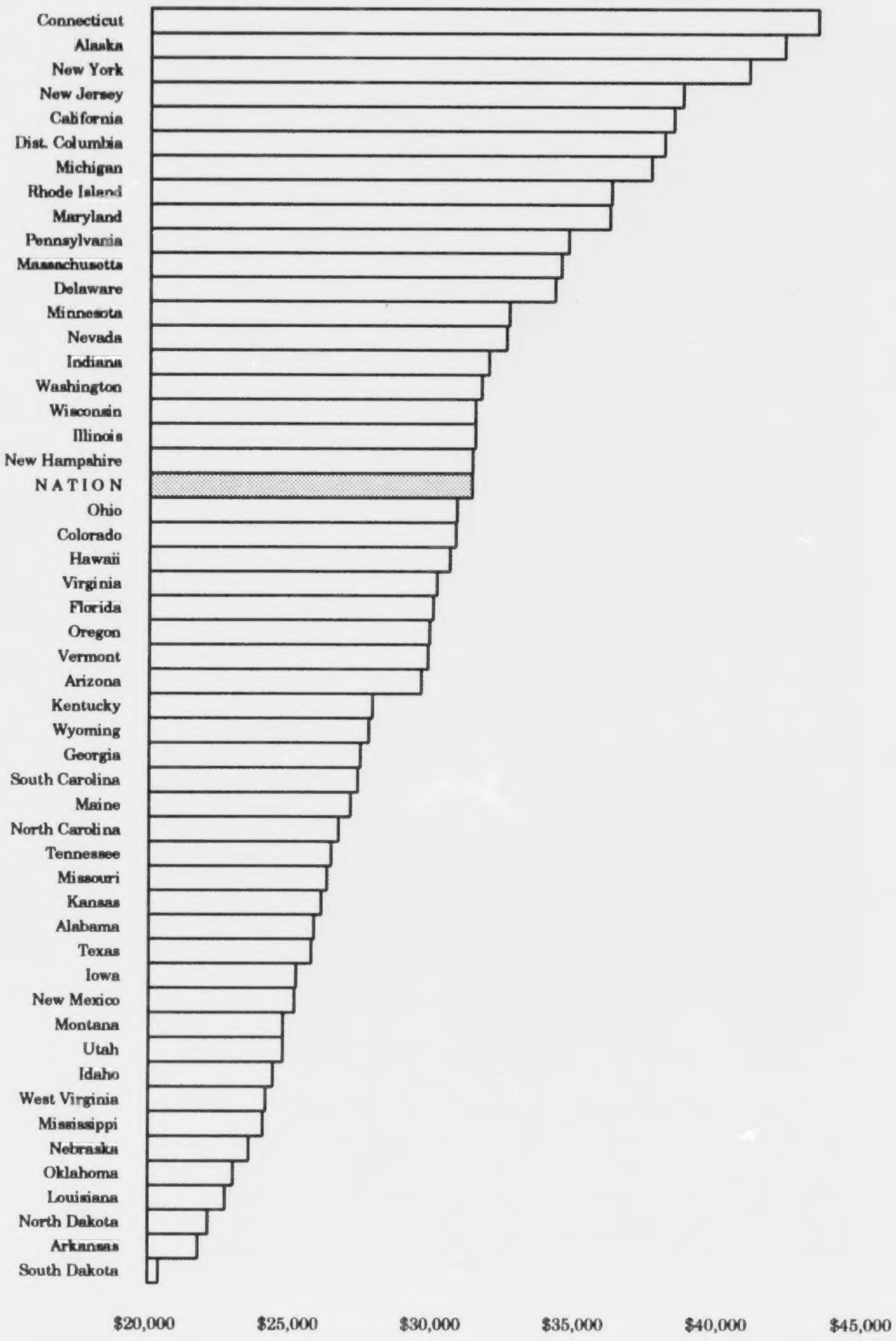
Average Salaries of Full-Time Public School Teachers and Principals, by State: 1990-91

	Teacher Average Salary	Principal Average Salary
NATION	**$ 31,296**	**$ 49,603**
Alabama	25,768	42,913
Alaska	42,171	62,450
Arizona	29,520	48,306
Arkansas	21,721	34,390
California	38,337	59,732
Colorado	30,732	48,633
Connecticut	43,326	66,685
Delaware	34,199	58,849
Dist. Columbia	38,010	59,679
Florida	29,944	55,143
Georgia	27,385	49,080
Hawaii	30,529	46,865
Idaho	24,336	41,425
Illinois	31,407	50,193
Indiana	31,875	48,549
Iowa	25,145	43,822
Kansas	26,025	44,529
Kentucky	27,804	47,165
Louisiana	22,680	41,432
Maine	27,033	42,968
Maryland	36,112	58,024
Massachusetts	34,410	52,522
Michigan	37,551	54,005
Minnesota	32,597	51,548
Mississippi	23,992	38,799
Missouri	26,216	43,172
Montana	24,680	38,907
Nebraska	23,499	38,871
Nevada	32,494	56,315
New Hampshire	31,309	46,927
New Jersey	38,646	64,496
New Mexico	25,095	39,927
New York	40,947	61,923
North Carolina	26,625	47,275
North Dakota	22,078	32,273
Ohio	30,772	47,645
Oklahoma	22,952	36,955
Oregon	29,810	46,602
Pennsylvania	34,672	52,803
Rhode Island	36,164	51,358
South Carolina	27,300	47,204
South Dakota	20,354	32,864
Tennessee	26,362	41,736
Texas	25,665	44,142
Utah	24,677	42,708
Vermont	29,751	43,302
Virginia	30,072	52,073
Washington	31,616	53,435
West Virginia	24,080	37,620
Wisconsin	31,408	48,560
Wyoming	27,680	45,970

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher and Administrator Questionnaires).

Figure 2.9A

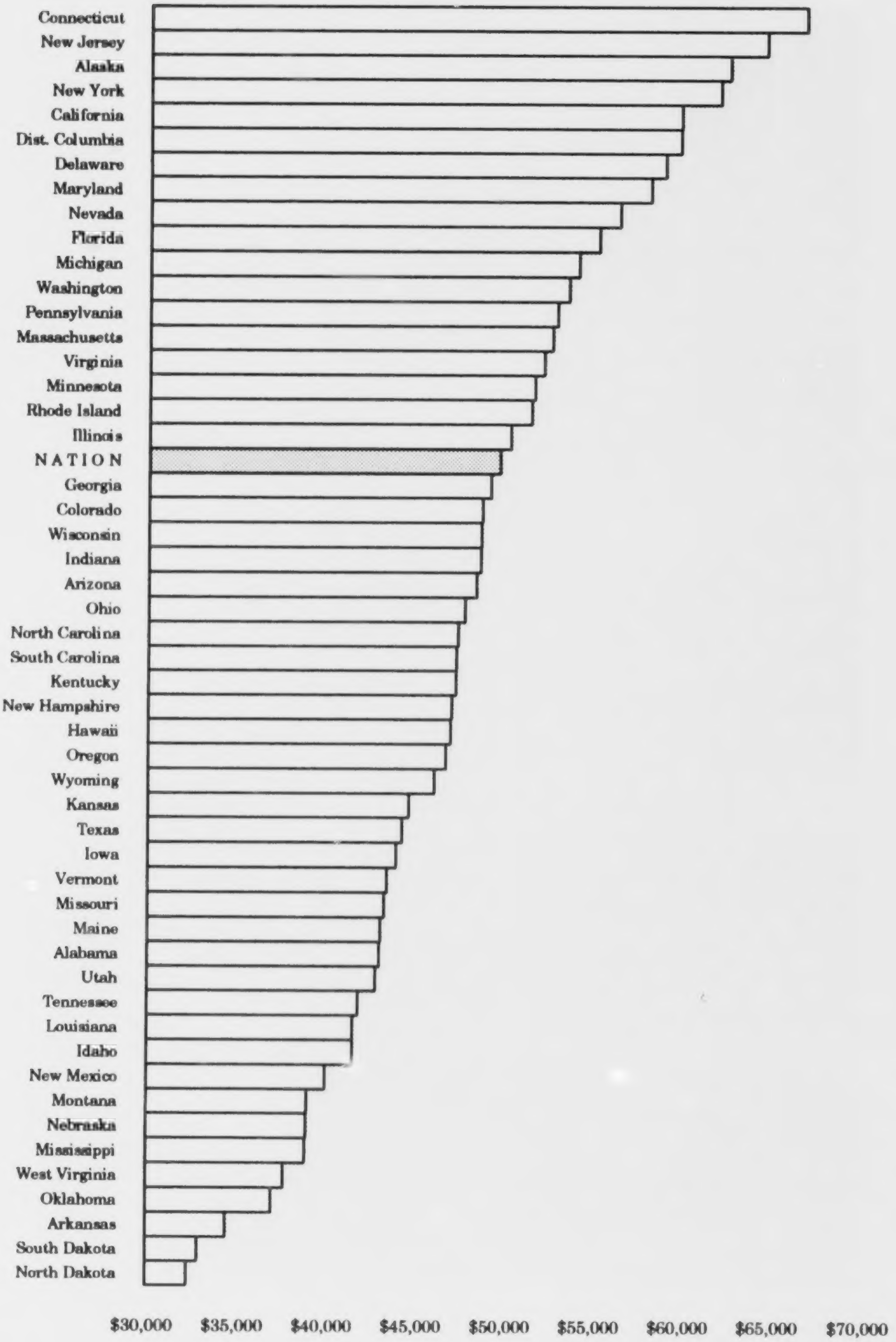
Average Salary of Full-Time Public School Teachers, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 2.9B

Average Salary of Public School Principals, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Administrator Questionnaire)

Table 2.10

Average Salaries of Full-Time Public School Teachers by Years of Teaching Experience, by State: 1990-91

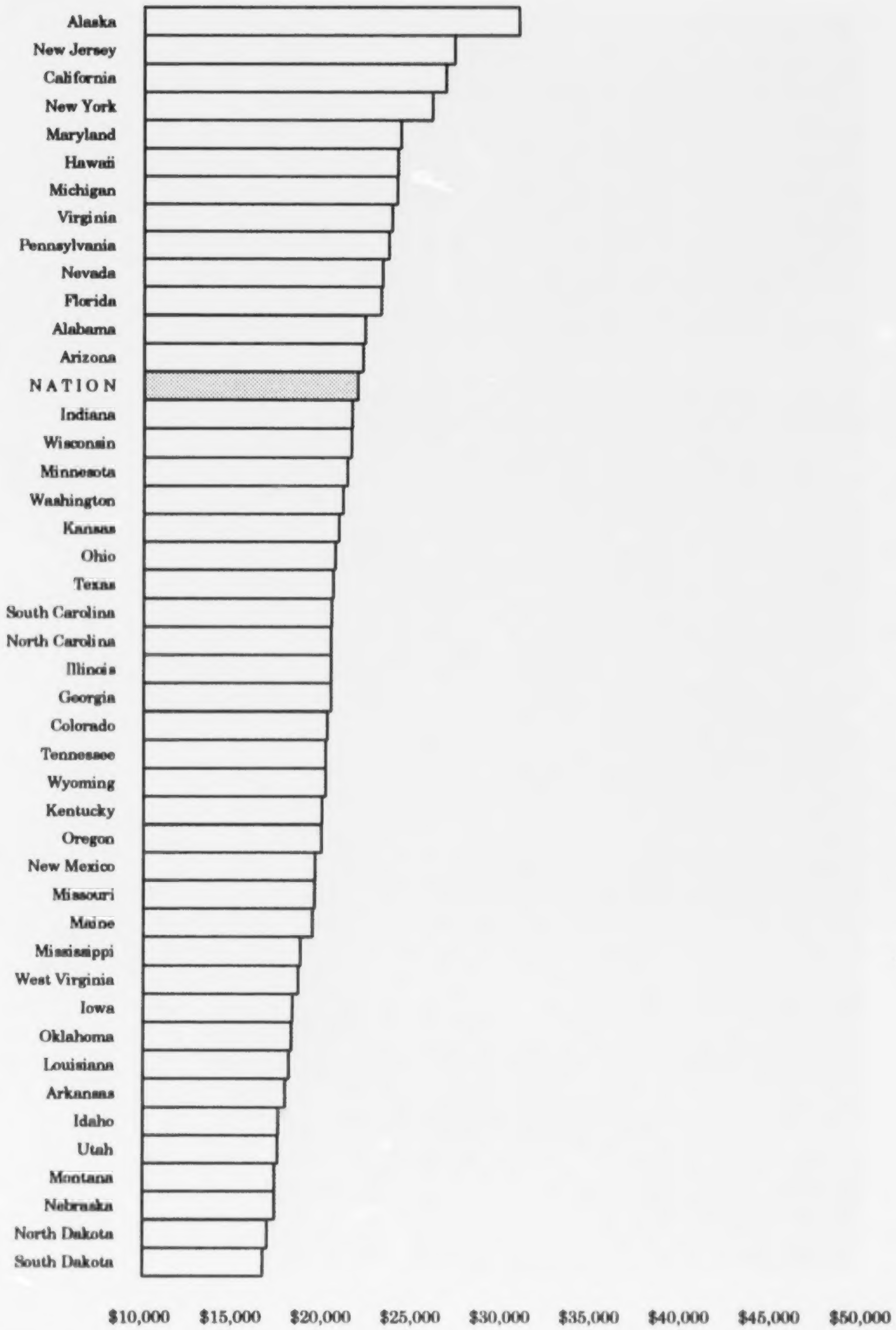
	1-2 Years Exp.	3-9 Years Exp.	10-20 Years Exp.	> 20 Years Exp.
NATION	**$ 21,814**	**$ 25,114**	**$ 31,824**	**$ 37,737**
Alabama	22,213	23,895	26,625	27,268
Alaska	30,819	36,801	45,633	49,002
Arizona	22,079	25,128	31,489	35,574
Arkansas	17,824	19,709	22,671	24,627
California	26,703	32,061	40,454	44,412
Colorado	20,120	24,085	31,440	37,620
Connecticut	--	32,236	44,465	47,870
Delaware	--	27,661	34,511	38,227
Dist. Columbia	--	30,112	39,368	42,543
Florida	23,113	25,509	31,381	36,061
Georgia	20,320	24,277	28,852	32,323
Hawaii	24,022	25,713	29,711	36,846
Idaho	17,452	20,367	26,381	28,789
Illinois	20,322	23,335	31,360	38,290
Indiana	21,498	25,011	32,541	37,726
Iowa	18,217	20,821	25,587	28,668
Kansas	20,751	22,613	26,733	29,893
Kentucky	19,836	22,488	29,411	31,659
Louisiana	18,030	19,351	23,586	27,313
Maine	19,329	22,391	28,292	31,538
Maryland	24,208	27,164	37,897	41,330
Massachusetts	--	27,730	34,532	37,318
Michigan	24,009	28,741	37,093	42,391
Minnesota	21,218	25,640	31,927	38,157
Mississippi	18,661	20,883	24,378	26,885
Missouri	19,431	21,666	26,119	32,633
Montana	17,241	20,085	25,638	30,370
Nebraska	17,241	19,937	24,402	27,252
Nevada	23,205	26,882	34,778	38,699
New Hampshire	--	25,552	33,502	35,655
New Jersey	27,195	28,111	37,056	46,691
New Mexico	19,452	21,593	26,153	30,283
New York	25,957	31,099	41,680	48,469
North Carolina	20,339	22,552	26,750	32,681
North Dakota	16,835	18,744	22,665	25,608
Ohio	20,569	24,354	31,524	34,802
Oklahoma	18,155	20,302	23,808	27,212
Oregon	19,811	23,842	31,382	33,826
Pennsylvania	23,527	26,530	34,384	39,777
Rhode Island	--	27,673	38,194	39,840
South Carolina	20,362	23,944	29,003	30,404
South Dakota	16,608	17,906	21,034	23,659
Tennessee	20,049	22,248	26,555	29,360
Texas	20,436	22,778	26,646	31,059
Utah	17,426	20,948	26,976	29,787
Vermont	--	24,096	31,385	34,583
Virginia	23,705	24,792	30,424	36,459
Washington	20,996	25,197	33,611	37,483
West Virginia	18,534	21,110	24,841	27,419
Wisconsin	21,451	24,927	32,521	35,615
Wyoming	20,037	23,742	28,778	31,186

-- Too few cases for a reliable estimate.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 2.10A

Average Salaries of Public School Teachers With 1-2 Years of Experience, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

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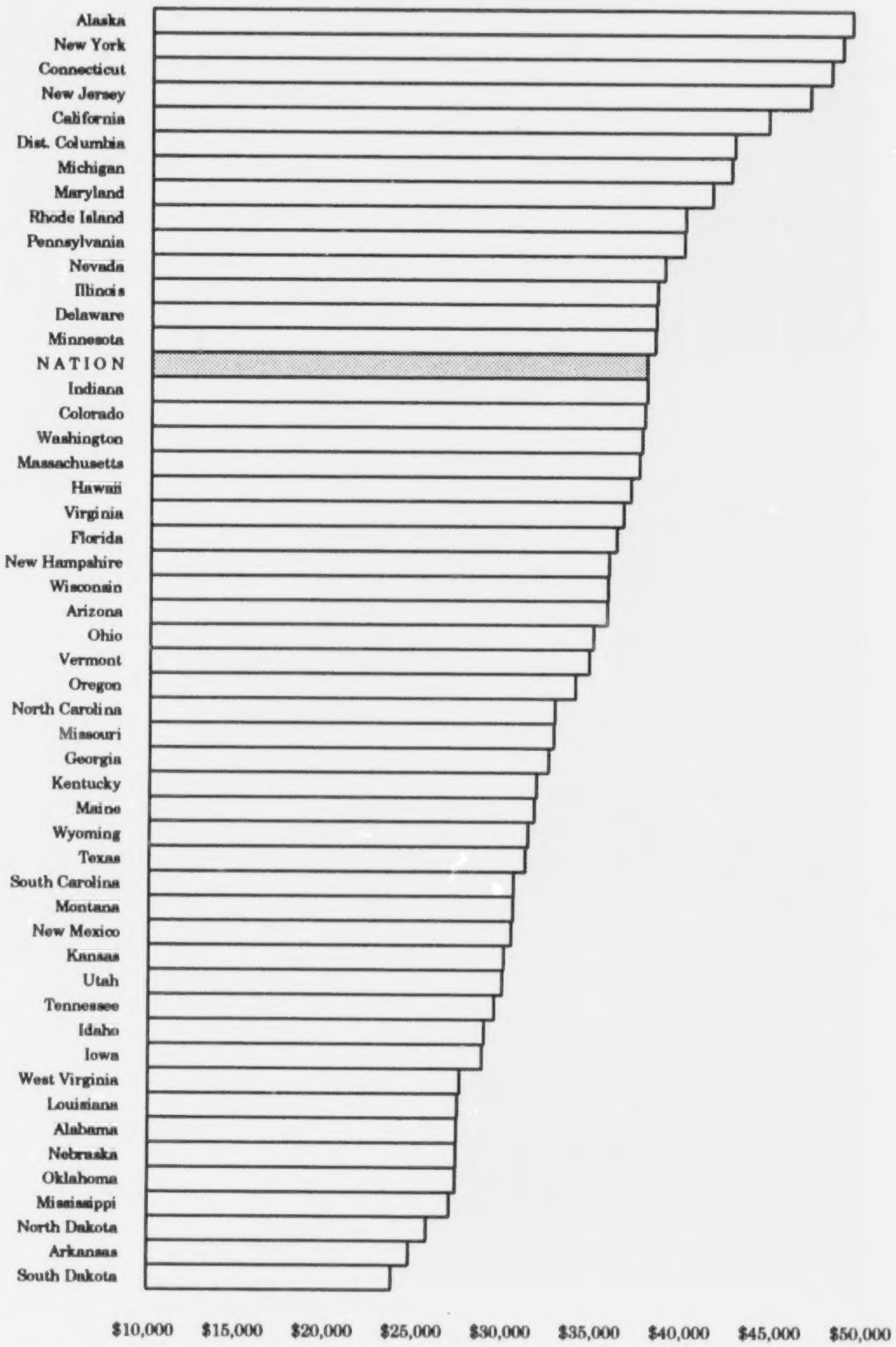
Figure 2.10B

Average Salaries of Public School Teachers With More Than 20 Years of Experience, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Table 2.11

Percentage of Public School Principals by Sex and Race/Ethnicity, by State: 1990-91

	Female	Native American	Asian	Black	Hispanic	White	Total Minority
NATION	**30**	**1**	**1**	**9**	**4**	**86**	**14**
Alabama	29	2	--	22	1	75	25
Alaska	34	2	1	2	--	94	7
Arizona	42	1	--	4	17	78	22
Arkansas	26	0	0	15	0	85	15
California	42	1	2	7	14	75	25
Colorado	29	--	0	2	6	92	9
Connecticut	24	0	0	3	--	97	3
Delaware	22	0	--	8	0	91	9
Dist. Columbia	68	0	0	93	4	--	97
Florida	41	--	0	17	6	77	24
Georgia	30	0	--	20	--	80	20
Hawaii	46	0	86	0	0	14	86
Idaho	21	0	--	0	0	99	--
Illinois	19	0	0	11	0	89	11
Indiana	26	--	0	10	--	88	12
Iowa	13	--	0	3	0	97	3
Kansas	19	0	0	2	--	97	3
Kentucky	18	--	0	6	--	91	9
Louisiana	35	0	0	32	1	67	33
Maine	30	0	0	0	--	100	--
Maryland	34	0	0	26	0	74	26
Massachusetts	26	0	0	3	4	94	7
Michigan	40	--	0	11	--	87	13
Minnesota	22	1	--	2	0	96	4
Mississippi	28	0	0	28	--	72	28
Missouri	24	2	0	6	--	92	8
Montana	24	--	0	0	0	99	--
Nebraska	22	--	0	3	0	96	4
Nevada	32	--	--	6	5	88	12
New Hampshire	40	0	0	0	0	100	0
New Jersey	23	0	0	11	--	87	13
New Mexico	37	3	0	0	37	60	40
New York	32	--	1	4	2	92	8
North Carolina	26	1	0	20	0	79	21
North Dakota	29	2	0	0	--	97	3
Ohio	36	0	0	9	--	90	10
Oklahoma	27	10	0	4	--	85	15
Oregon	25	0	0	2	4	94	6
Pennsylvania	23	--	--	4	--	94	6
Rhode Island	26	--	0	0	0	99	--
South Carolina	32	0	0	29	0	71	29
South Dakota	24	3	0	0	--	97	4
Tennessee	24	0	--	8	--	90	10
Texas	38	--	--	9	15	74	26
Utah	24	--	--	0	3	96	4
Vermont	31	0	0	0	--	98	--
Virginia	27	0	0	13	--	87	13
Washington	37	--	2	2	1	93	7
West Virginia	31	0	0	0	0	100	0
Wisconsin	24	2	0	3	--	94	6
Wyoming	12	0	0	0	--	99	--

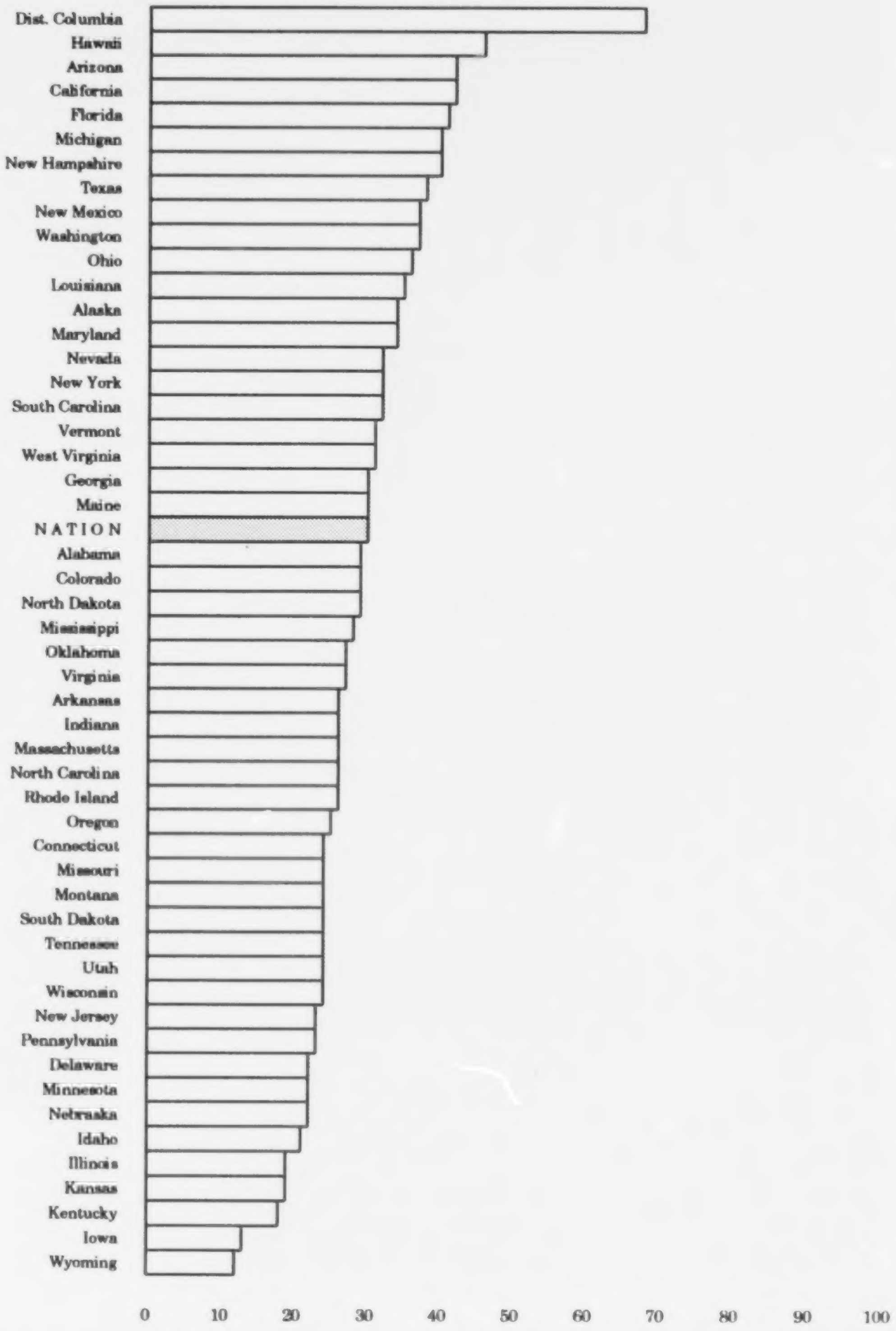
-- Too few cases for a reliable estimate.

Note: Details may not add to totals due to rounding or cell suppression.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Administrator Questionnaire).

Figure 2.11

Percentage of Public School Principals Who Are Female, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Administrator Questionnaire).

3. PREPARATION OF TEACHERS BY STATE

In addition to better data on the demographic characteristics of teachers, education decision-makers need better information on the qualifications of our teachers. As education reform is proceeding in states, more emphasis is being placed on improving the knowledge and skills of teachers for teaching specific subject areas and grade levels. Many decision-makers are likely to want valid statistical indicators of how well prepared teachers are for their specific teaching assignments.

Many states do not have data systems that can efficiently inform decision-makers on the extent of preparation of teachers in specific subjects or grades. SASS provides several useful, reliable state-level indicators of teacher preparation.

Examples of SASS Analyses by State

In the SASS Teacher Questionnaire, teachers report the subjects and grade levels they are assigned to teach. Teachers' subject assignments can be cross-tabulated with measures of the extent of preparation of teachers in their teaching fields. First, SASS data provide a state-by-state indicator of the proportion of teachers who hold a degree in the field in which they are currently teaching. Tables 3.1 and 3.2 and accompanying graphs illustrate state-level statistics on the percentages of high school teachers in mathematics, science, social studies, and English who have a major in their respective teaching fields. Table 3.3 shows the percentage of elementary teachers with a major in elementary education and the percentage with a degree beyond the bachelor's level.

Another measure of teacher preparation is the number of years of teaching experience. Research has demonstrated that teacher experience is positively related to student outcomes, particularly at the aggregate level of a state, district, or school. Table 3.4 shows the average years of teacher experience by state, as well as the percentage of teachers at several levels of experience.

Other Data Available in SASS

The SASS teacher survey also collects data on other possible measures of preparation. State-by-state data are available on type and field of teacher certification. The percentage of teachers with advanced degrees can be reported, as well as the number of continuing education credits teachers have earned.

Table 3.1

Percentage of Grades 9-12 Public School Science and Mathematics Teachers With a Major in Field, by State: 1990-91

	Science Main Assignment	Science Main or 2nd Assignment	Mathematics Main Assignment	Mathematics Main or 2nd Assignment
NATION	**79**	**70**	**69**	**61**
Alabama	79	63	89	87
Alaska	86	68	42	25
Arizona	76	69	68	64
Arkansas	58	48	69	67
California	76	62	44	33
Colorado	87	75	58	49
Connecticut	88	85	80	73
Delaware	--	--	--	--
Dist. Columbia	--	--	--	--
Florida	71	67	56	52
Georgia	87	77	84	75
Hawaii	--	--	--	--
Idaho	77	63	55	45
Illinois	83	77	69	63
Indiana	82	79	79	68
Iowa	82	72	69	57
Kansas	72	66	82	78
Kentucky	85	72	86	77
Louisiana	66	50	60	55
Maine	83	73	69	62
Maryland	91	82	74	68
Massachusetts	86	84	68	58
Michigan	82	70	76	60
Minnesota	87	80	90	79
Mississippi	77	71	84	80
Missouri	79	65	73	70
Montana	75	71	73	72
Nebraska	83	72	87	76
Nevada	--	--	--	67
New Hampshire	--	--	--	--
New Jersey	76	73	84	75
New Mexico	48	41	55	54
New York	89	84	70	60
North Carolina	89	84	77	73
North Dakota	83	63	79	69
Ohio	73	66	78	71
Oklahoma	66	58	68	65
Oregon	90	78	59	48
Pennsylvania	83	78	84	82
Rhode Island	--	--	--	--
South Carolina	79	64	80	71
South Dakota	68	57	84	67
Tennessee	59	52	56	51
Texas	64	56	59	54
Utah	76	66	65	47
Vermont	--	--	--	--
Virginia	78	69	67	62
Washington	76	64	60	43
West Virginia	75	70	78	74
Wisconsin	83	74	87	75
Wyoming	82	77	85	73

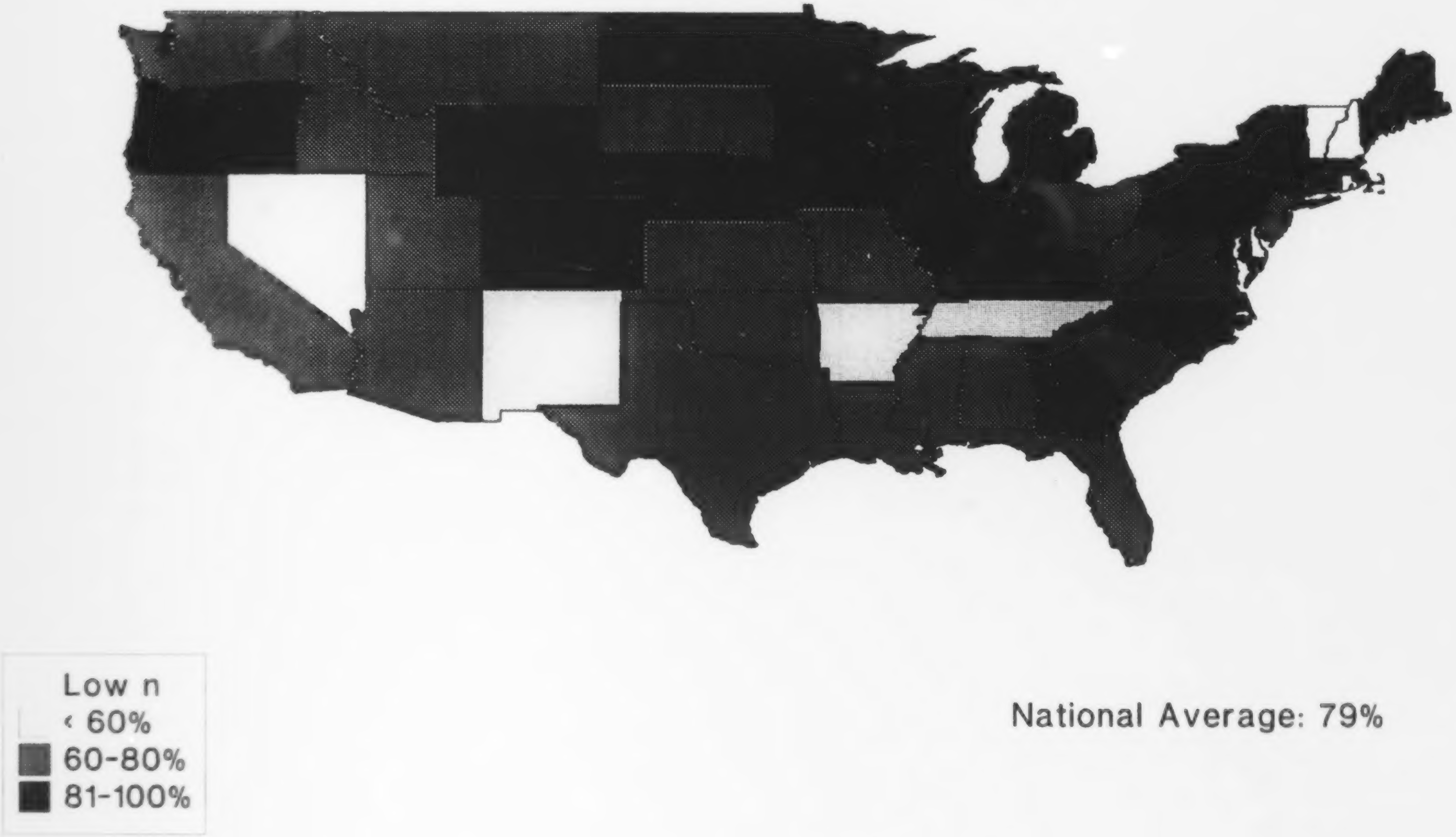
– Too few sample cases for a reliable estimate.

Note: For mathematics teachers, mathematics or mathematics education majors are considered "in field"; for science teachers, a major in any science discipline or science education is considered "in field."

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 3.1A

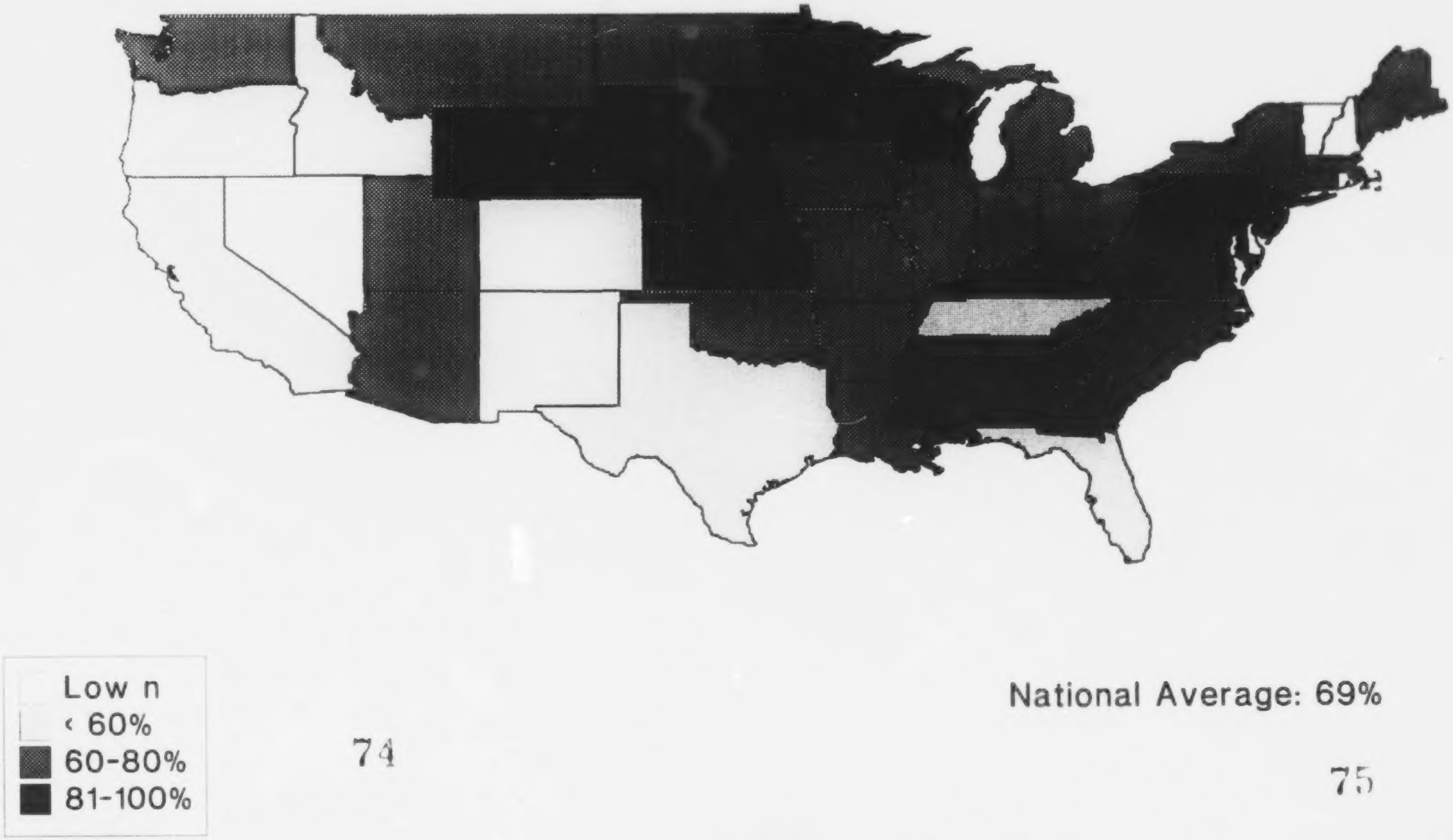
Percentage of Grades 9-12 Public School Teachers With Science as Their Main Assignment Who Have a Major in the Field, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 3.1B

Percentage of Grades 9-12 Public School Teachers With Mathematics as Their Main Assignment Who Have a Major in the Field, by State: 1990-91


Low n
< 60%
60-80%
81-100%
National Average: 69%

S[illegible] nited States Department of Education, National Center for Education Statistics, Schools and Staffing [illegible] 1990-91 (Public School Teacher Questionnaire).

Table 3.2

Percentage of Grades 9-12 Public School English and Social Studies Teachers With a Major in Field, by State: 1990-91

	English Main Assignment	English Main or 2nd Assignment	Social Studies Main Assignment	Social Studies Main or 2nd Assignment
NATION	**74**	**73**	**80**	**73**
Alabama	69	69	71	59
Alaska	54	52	--	55
Arizona	67	66	72	65
Arkansas	71	68	68	64
California	64	64	84	73
Colorado	77	77	73	62
Connecticut	76	72	84	77
Delaware	--	--	--	--
Dist. Columbia	--	--	--	--
Florida	81	81	87	78
Georgia	83	83	90	79
Hawaii	--	--	--	--
Idaho	66	65	78	67
Illinois	78	78	83	77
Indiana	86	85	83	80
Iowa	83	83	77	74
Kansas	72	71	65	56
Kentucky	81	81	92	90
Louisiana	74	74	59	46
Maine	61	61	79	75
Maryland	68	67	76	75
Massachusetts	83	83	83	80
Michigan	76	76	73	65
Minnesota	88	84	91	83
Mississippi	75	75	80	76
Missouri	82	82	79	77
Montana	78	75	74	57
Nebraska	88	86	75	65
Nevada	--	--	--	--
New Hampshire	88	88	--	--
New Jersey	53	52	91	91
New Mexico	51	51	78	61
New York	85	83	92	90
North Carolina	93	88	86	77
North Dakota	81	81	68	56
Ohio	80	78	91	89
Oklahoma	77	73	61	53
Oregon	68	68	76	68
Pennsylvania	74	74	80	77
Rhode Island	--	--	--	--
South Carolina	92	91	71	62
South Dakota	68	67	54	40
Tennessee	70	69	77	59
Texas	49	48	64	55
Utah	76	75	65	55
Vermont	--	--	--	--
Virginia	88	88	83	80
Washington	73	71	79	63
West Virginia	63	62	66	62
Wisconsin	83	83	94	85
Wyoming	76	73	--	--

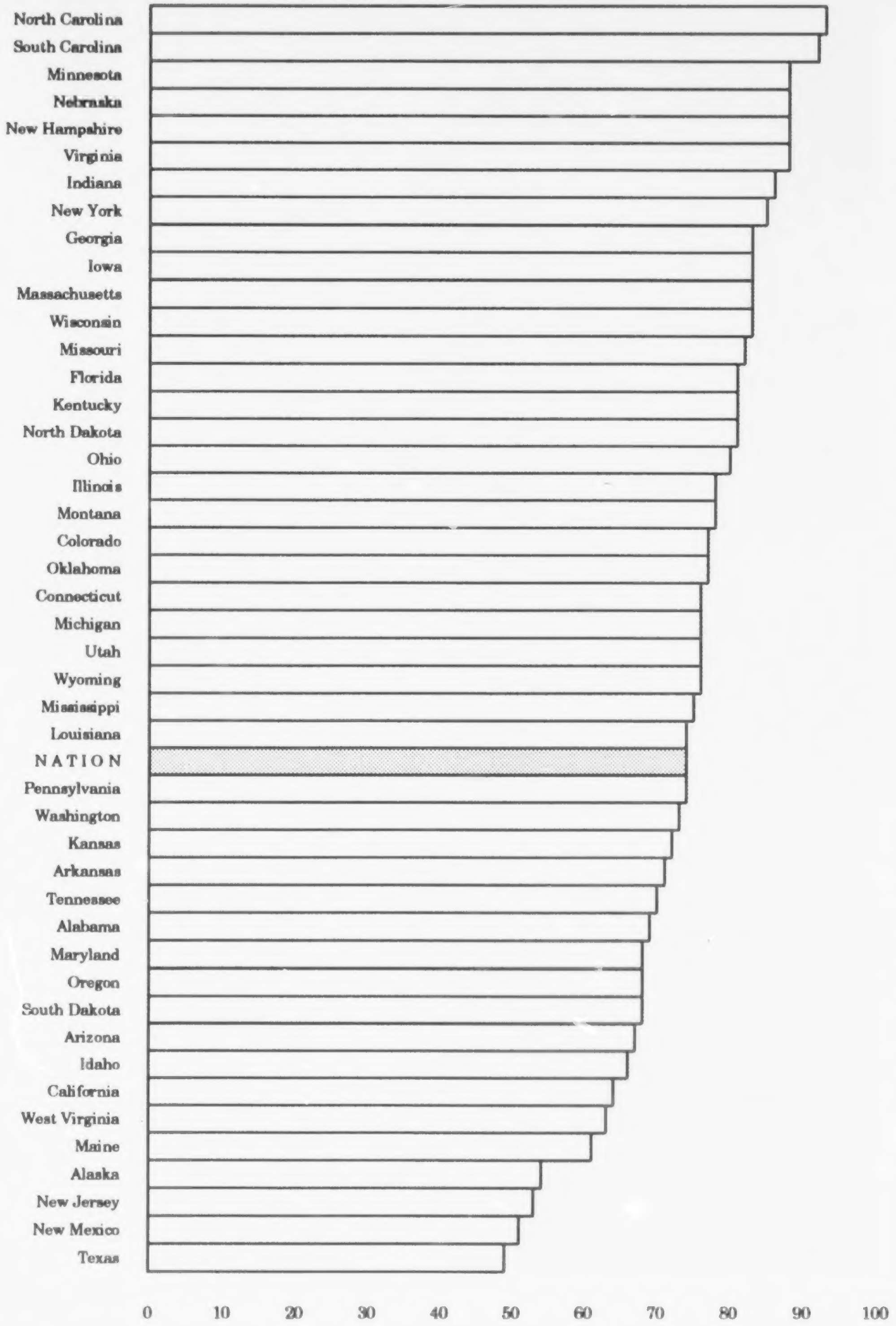
– Too few sample cases for a reliable estimate.

Note: For English teachers, majors in English or English Education are considered "in field"; for Social Studies teachers, majors in history or any social studies/science or social studies/science education are considered "in field."

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 3.2A

Percentage of Grades 9-12 Public School Teachers With English as Their Main Assignment Who Have a Major in English or English Education, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

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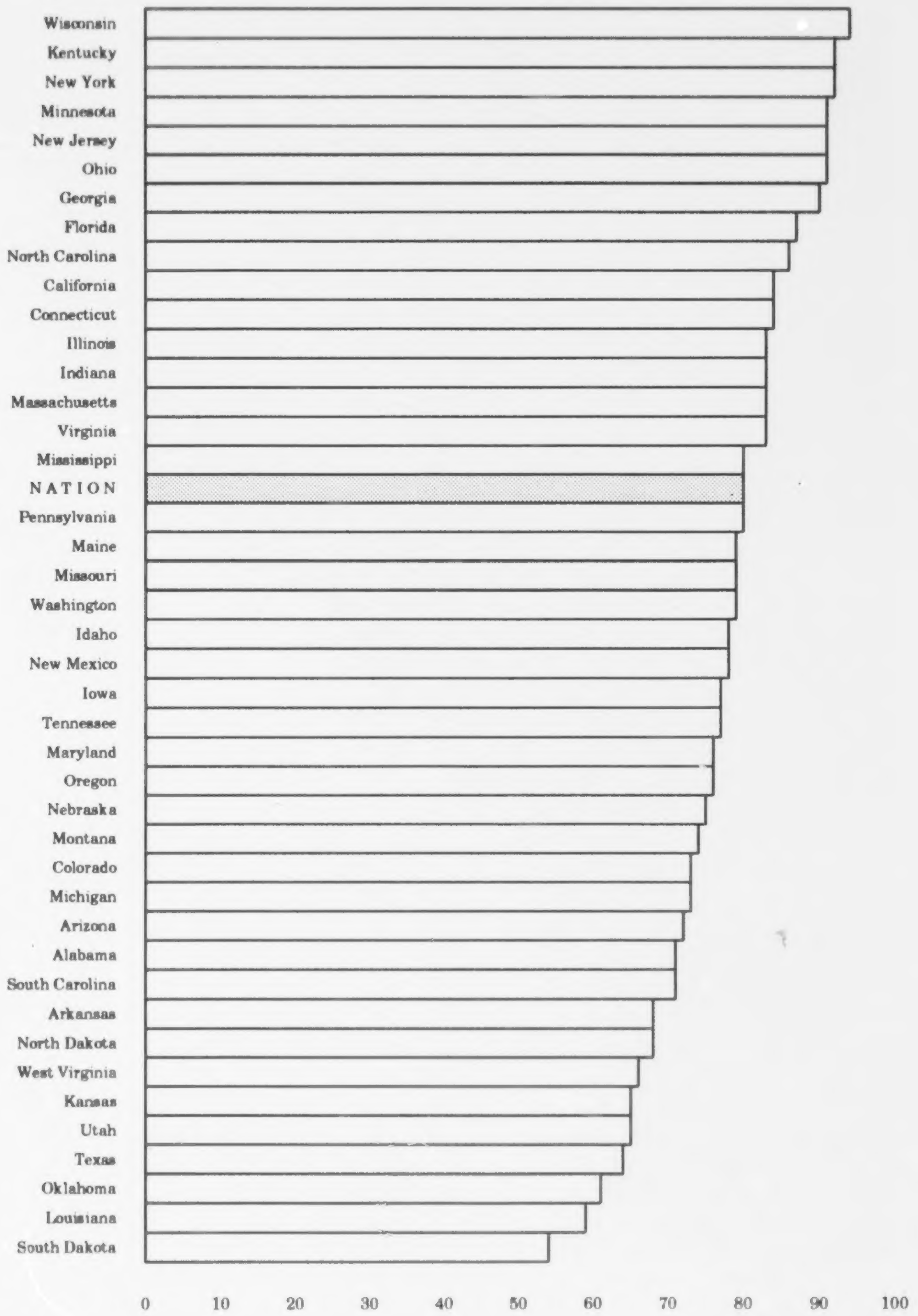
Figure 3.2B

Percentage of Grades 9-12 Public School Teachers With Social Studies as Their Main Assignment Who Have a Major in a Social Science or Social Studies Education, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Table 3.3

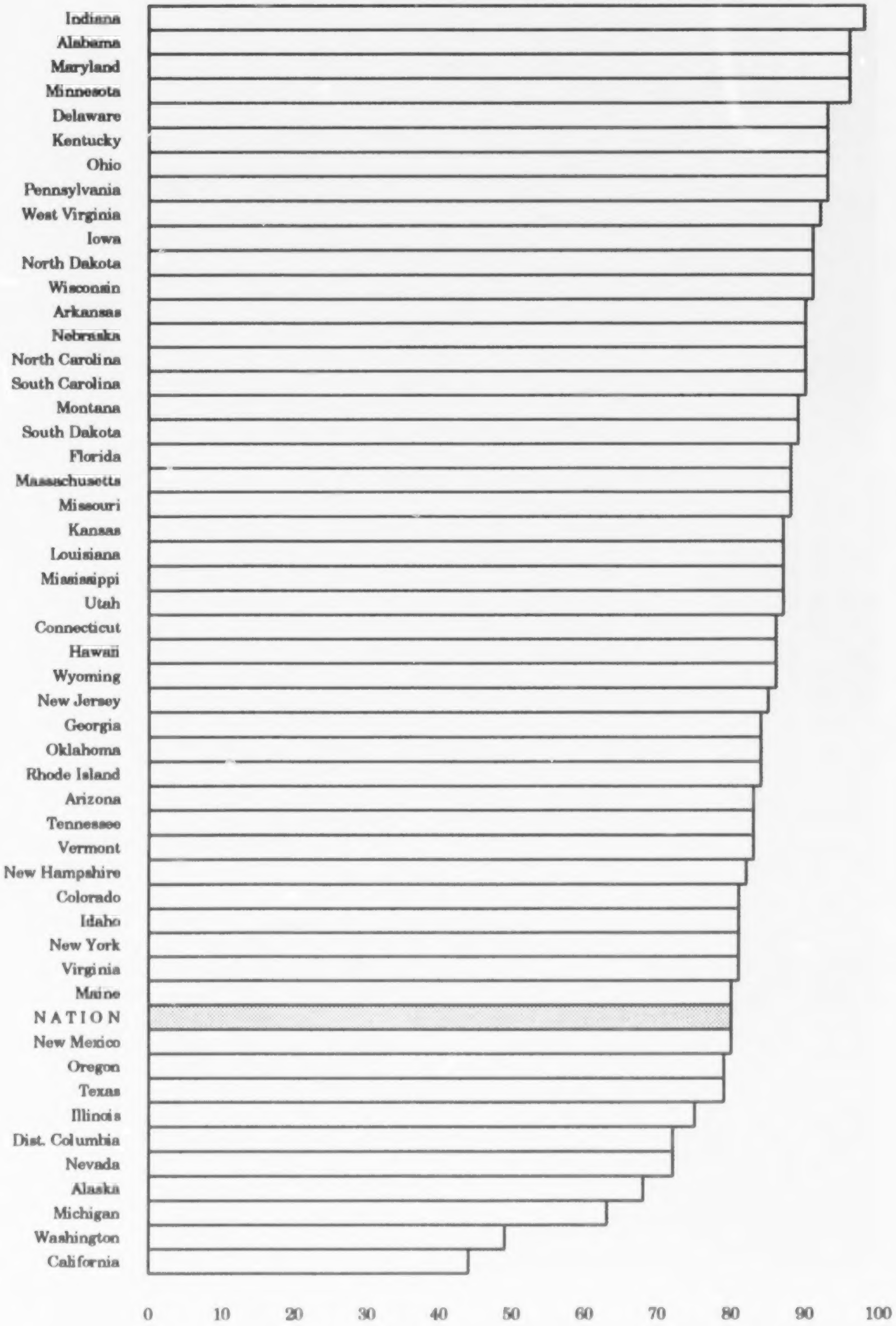
Percentage of Grades K-8 Public School Teachers With Pre-Elementary or Elementary Education Majors and With Education Beyond a Bachelor's Degree, by State: 1990-91

	Pre-Elementary or Elementary Ed. Major	> B.A./B.S.
NATION	**80**	**40**
Alabama	96	55
Alaska	68	33
Arizona	83	37
Arkansas	90	28
California	44	28
Colorado	81	46
Connecticut	86	79
Delaware	93	36
Dist. Columbia	72	30
Florida	88	33
Georgia	84	46
Hawaii	86	40
Idaho	81	18
Illinois	75	42
Indiana	98	86
Iowa	91	24
Kansas	87	40
Kentucky	93	74
Louisiana	87	29
Maine	80	17
Maryland	96	44
Massachusetts	88	49
Michigan	63	58
Minnesota	96	27
Mississippi	87	45
Missouri	88	42
Montana	89	14
Nebraska	90	23
Nevada	72	34
New Hampshire	82	30
New Jersey	85	36
New Mexico	80	43
New York	81	67
North Carolina	90	30
North Dakota	91	6
Ohio	93	38
Oklahoma	84	41
Oregon	79	28
Pennsylvania	93	49
Rhode Island	84	49
South Carolina	90	47
South Dakota	89	15
Tennessee	83	43
Texas	79	31
Utah	87	16
Vermont	83	28
Virginia	81	24
Washington	49	25
West Virginia	92	46
Wisconsin	91	24
Wyoming	86	31

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 3.3

Percentage of Grades K-8 Public School Teachers With a Major in Pre-Elementary or Elementary Education, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

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Table 3.4

Average Years of Teaching Experience and Percentage of Public School Teachers by Years of Teaching Experience, by State: 1990-91

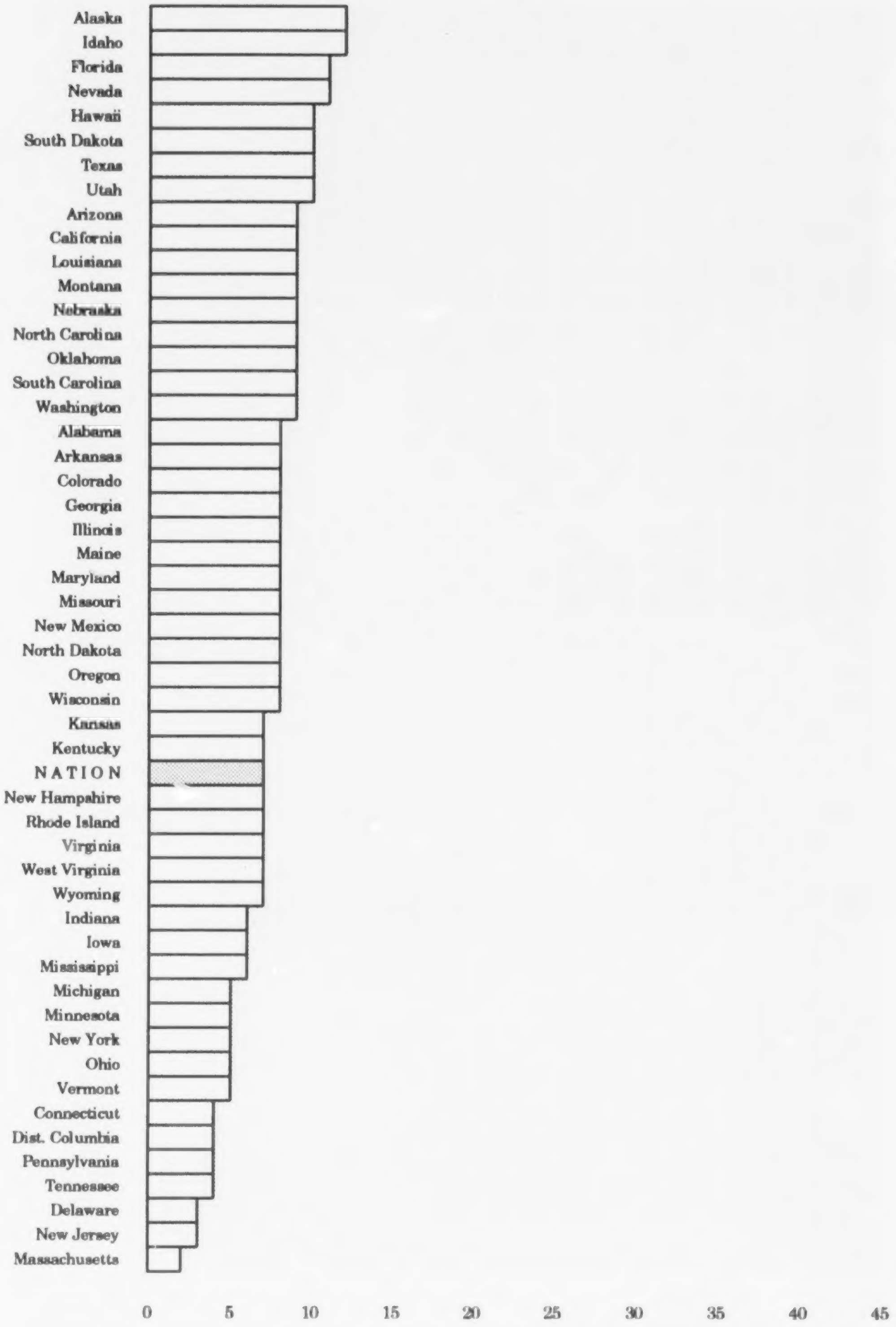
	Average Years Teaching Exper.	1-2 Years	3-9 Years	10-20 Years	> 20 Years
NATION	**15**	**7**	**23**	**41**	**28**
Alabama	14	8	25	45	22
Alaska	13	12	27	44	17
Arizona	13	9	30	43	18
Arkansas	13	8	31	44	17
California	15	9	24	37	30
Colorado	15	8	22	42	27
Connecticut	18	4	17	40	40
Delaware	17	3	18	43	35
Dist. Columbia	18	4	20	34	42
Florida	14	11	27	39	22
Georgia	13	8	30	42	19
Hawaii	15	10	27	30	32
Idaho	14	12	27	38	23
Illinois	16	8	18	41	32
Indiana	16	6	21	43	30
Iowa	16	6	22	42	30
Kansas	15	7	27	40	26
Kentucky	15	7	23	45	25
Louisiana	14	9	27	45	19
Maine	14	8	25	44	24
Maryland	16	8	19	41	32
Massachusetts	18	2	17	43	38
Michigan	18	5	17	36	43
Minnesota	17	5	17	44	34
Mississippi	15	6	21	49	25
Missouri	15	8	27	40	26
Montana	14	9	25	43	23
Nebraska	15	9	25	42	25
Nevada	14	11	25	39	24
New Hampshire	15	7	26	44	23
New Jersey	17	3	16	47	34
New Mexico	13	8	30	44	19
New York	17	5	23	38	35
North Carolina	14	9	26	43	23
North Dakota	15	8	25	43	24
Ohio	16	5	21	43	32
Oklahoma	13	9	28	45	18
Oregon	15	8	21	44	28
Pennsylvania	18	4	17	41	38
Rhode Island	16	7	15	47	32
South Carolina	14	9	27	42	23
South Dakota	13	10	28	41	21
Tennessee	16	4	21	44	31
Texas	13	10	31	41	19
Utah	13	10	33	38	19
Vermont	14	5	29	45	22
Virginia	14	7	26	43	25
Washington	15	9	25	38	28
West Virginia	14	7	24	52	17
Wisconsin	16	8	19	41	33
Wyoming	14	7	24	47	22

Note: Details may not add to 100% due to rounding or cell suppression.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 3.4A

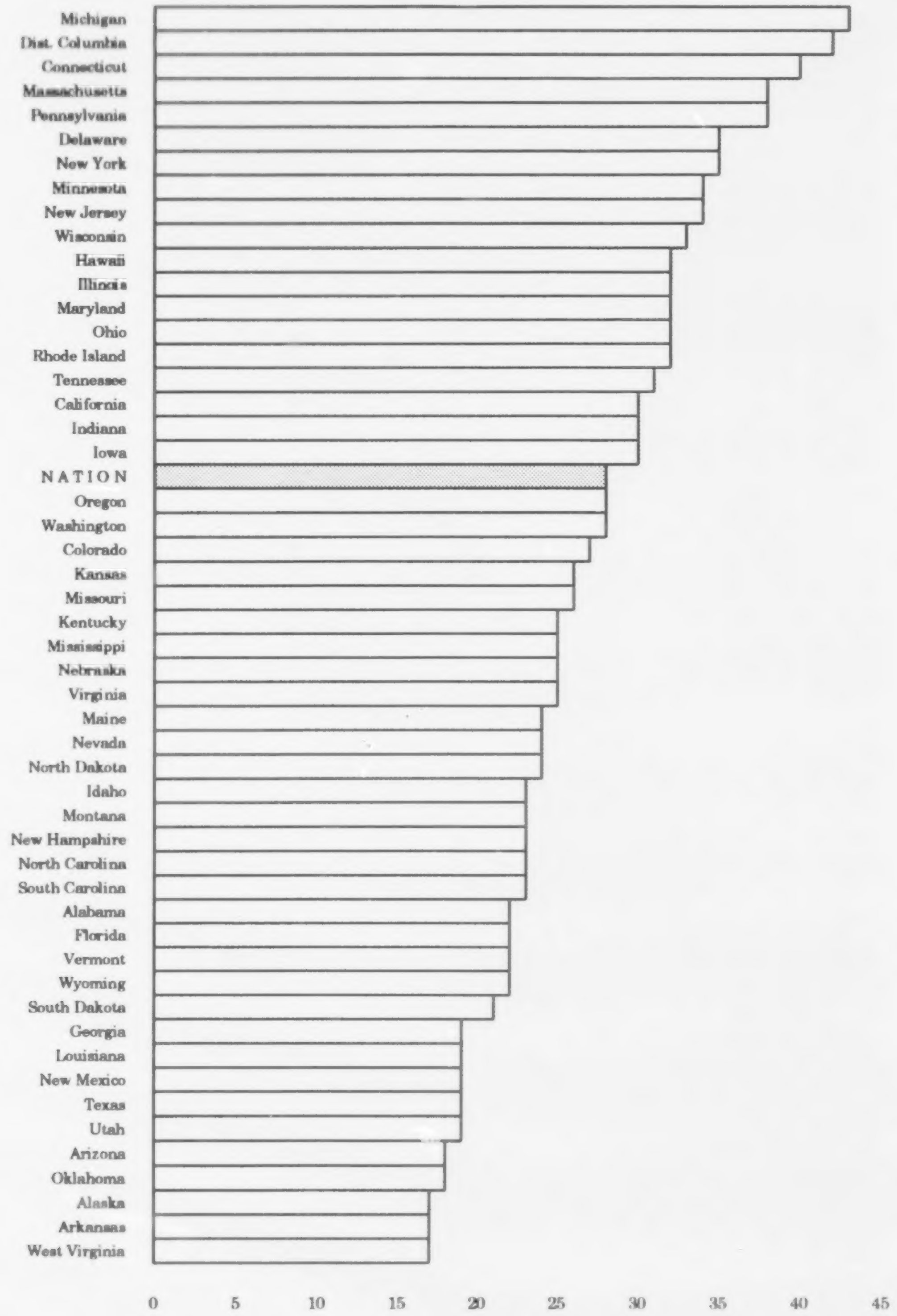
Percentage of Public School Teachers With 1-2 Years of Experience, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 3.4B

Percentage of Public School Teachers With More Than 20 Years of Experience, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

4. CONDITIONS FOR TEACHING BY STATE

SASS data aggregated by state provide information about conditions within schools that affect teaching and learning. Data about school conditions such as class size, teaching time per subject, and teacher participation in decision-making may help state and local policymakers to analyze various issues such as teacher attrition, support for or resistance to reform initiatives, and plans for reorganizing staff in schools. Combining information about schools and teachers also allows decision-makers to examine how school and district factors affect movement in and out of the teaching profession.

Examples of SASS Analyses by State

Class size varies widely within and between states. Tables 4.1-4.4 provide state averages for number of students in elementary classrooms and class size of high school science, mathematics, English, and vocational education classes. Figures accompanying each table illustrate the degree of variation in class size.

In SASS, elementary teachers report on the characteristics of their classes, such as the amount of class time spent in the past week on each academic subject as shown in Tables 4.5 and 4.6. Teachers and principals report their perceptions of a variety of school conditions. Teachers' responses concerning their influence in determining discipline policy, curriculum, ability grouping, and the content of in-service programs are shown in Table 4.10, while principals views on who (teachers, principal, district level) have important roles in making decisions on curriculum, hiring, and discipline policy are shown in Tables 4.7-4.9.

Other Data Available in SASS

Elementary teachers reported on the class structure (e.g., self-contained vs. team teaching) and characteristics of the students (high vs. low ability vs. mixed). Secondary teachers reported information on each class they taught, including data on course difficulty, student achievement level, and student gender and race/ethnicity.

Teachers and principals also responded to questions on their views about problems such as absenteeism, violence in school, and student alcohol and drug use. Teachers reported their attitudes about a range of school issues that may affect teaching, such as staff collegiality, administrative support, appropriate teaching assignments, and student motivation.

Table 4.1

Grades K-6 Average Class Size, by State: 1990-91

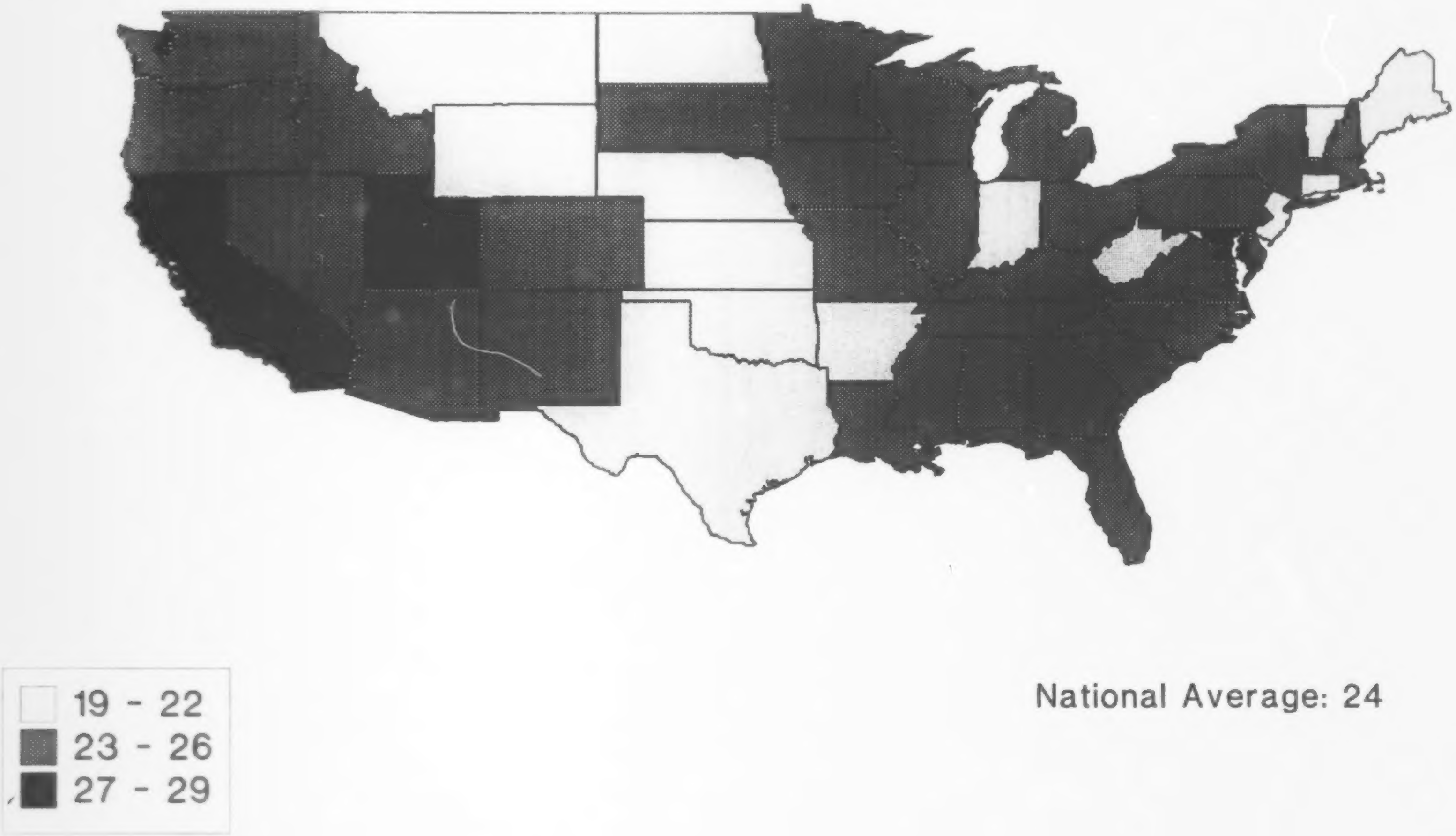
	Average Class Size	Percent of Classes With 30 or More Students
	#	%
NATION	**24**	**9**
Alabama	24	9
Alaska	21	3
Arizona	26	14
Arkansas	22	2
California	29	30
Colorado	24	6
Connecticut	22	3
Delaware	25	8
Dist. Columbia	23	*
Florida	25	12
Georgia	24	4
Hawaii	24	7
Idaho	24	11
Illinois	26	13
Indiana	22	6
Iowa	23	5
Kansas	22	3
Kentucky	23	4
Louisiana	23	3
Maine	20	5
Maryland	27	15
Massachusetts	23	2
Michigan	25	7
Minnesota	24	4
Mississippi	25	2
Missouri	23	3
Montana	21	5
Nebraska	21	5
Nevada	25	14
New Hampshire	23	5
New Jersey	22	5
New Mexico	23	6
New York	24	10
North Carolina	26	*
North Dakota	21	4
Ohio	24	6
Oklahoma	22	6
Oregon	24	3
Pennsylvania	25	11
Rhode Island	23	3
South Carolina	25	9
South Dakota	23	6
Tennessee	23	*
Texas	20	3
Utah	27	22
Vermont	19	3
Virginia	23	5
Washington	25	3
West Virginia	21	2
Wisconsin	24	1
Wyoming	20	*

* Less than 0.5%

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 4.1

Grades K-6 Average Class Size, by State: 1990-91


□ 19 - 22
▨ 23 - 26
■ 27 - 29
National Average: 24

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Table 4.2

Grades 9-12 Science and Biology Class Size, by State: 1990-91

	Average Science Class Size	Percent of Science Classes With 30 or More Students	Average Biology Class Size	Percent of Biology Classes With 30 or More Students
	#	%	#	%
NATION	**23**	**11**	**23**	**10**
Alabama	24	17	23	8
Alaska	20	13	18	16
Arizona	24	13	25	18
Arkansas	21	2	20	*
California	27	27	26	22
Colorado	24	8	23	7
Connecticut	20	3	--	--
Delaware	--	--	--	--
Dist. Columbia	--	--	--	--
Florida	24	22	25	22
Georgia	23	12	22	*
Hawaii	--	--	--	--
Idaho	23	5	24	2
Illinois	22	11	21	*
Indiana	23	4	21	*
Iowa	21	1	21	*
Kansas	20	5	21	*
Kentucky	24	11	23	9
Louisiana	26	18	25	16
Maine	19	*	--	--
Maryland	24	21	23	17
Massachusetts	21	3	22	*
Michigan	23	11	23	11
Minnesota	25	8	24	8
Mississippi	24	14	24	13
Missouri	21	3	20	*
Montana	16	*	17	*
Nebraska	19	4	19	--
Nevada	24	16	--	--
New Hampshire	19	0	--	--
New Jersey	20	1	19	*
New Mexico	22	8	22	7
New York	24	21	28	20
North Carolina	22	3	--	--
North Dakota	19	5	18	*
Ohio	22	5	22	6
Oklahoma	20	6	19	3
Oregon	22	6	22	6
Pennsylvania	22	9	--	--
Rhode Island	--	--	--	--
South Carolina	23	8	23	4
South Dakota	20	4	19	3
Tennessee	26	19	26	28
Texas	22	5	23	6
Utah	28	42	26	23
Vermont	18	*	--	--
Virginia	22	1	--	--
Washington	26	17	27	19
West Virginia	21	3	20	1
Wisconsin	22	5	23	*
Wyoming	17	*	17	*

* Less than 0.5%.

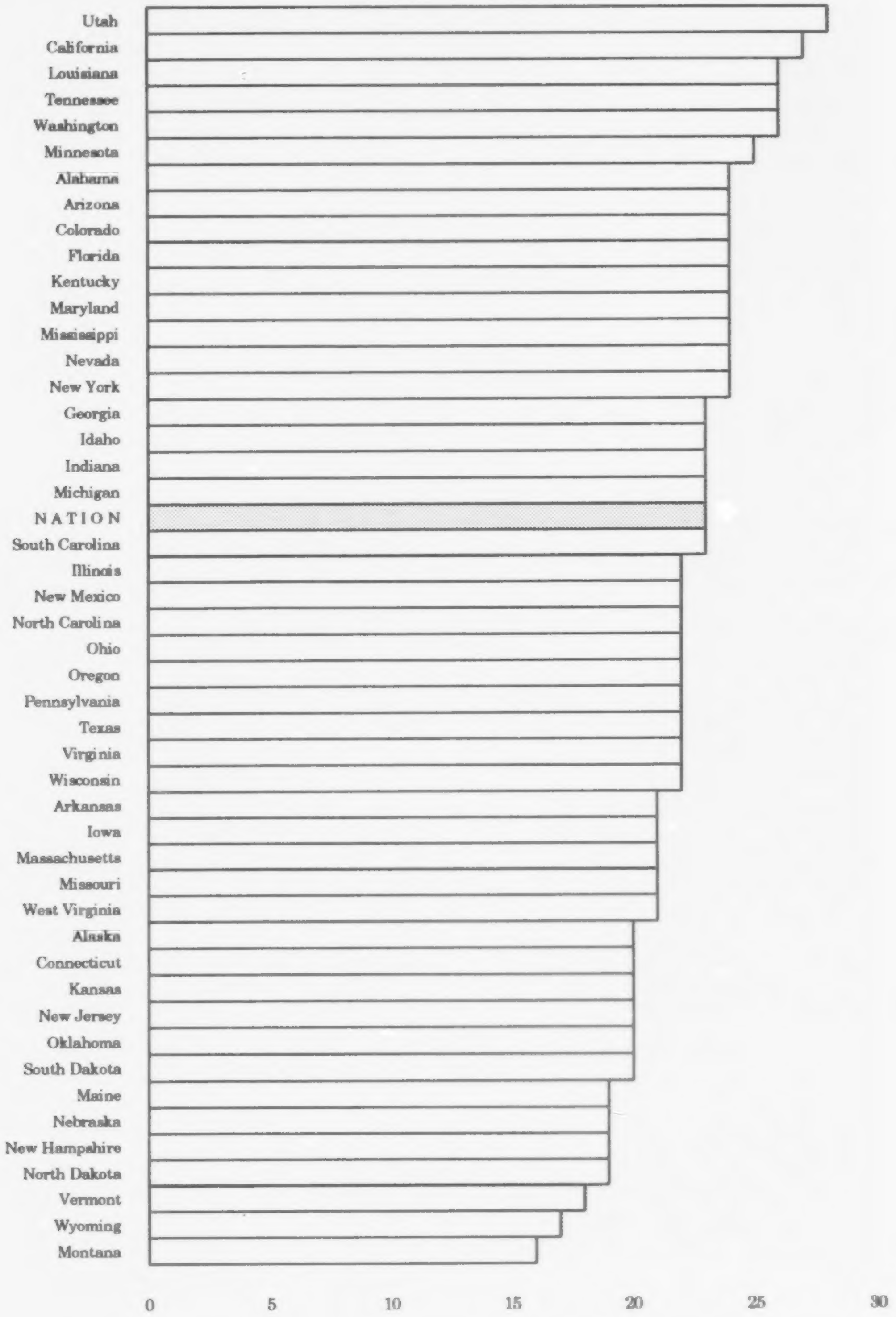
Too few sample cases for a reliable estimate.

Note: Interpret with caution. Standard errors (appendix table B.4.2) vary from one to two students and two to nine percent.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire)

Figure 4.2

Average Size of Grades 9-12 Public School Science Classes, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Table 4.3

Grades 9-12 Mathematics Class Size, by State: 1990-91

	Average Mathematics Class Size	Percent of Math Classes With 30 or More Students	Average Advanced[1] Mathematics Class Size	Percent of Advanced Math Classes With 30 or More Students
	#	%	#	%
NATION	**21**	**9**	**22**	**11**
Alabama	21	8	19	2
Alaska	19	10	--	--
Arizona	22	12	25	23
Arkansas	20	*	--	--
California	26	29	29	37
Colorado	21	5	21	8
Connecticut	19	*	19	0
Delaware	--	--	--	--
Dist. Columbia	--	--	--	--
Florida	26	30	30	50
Georgia	21	10	24	15
Hawaii	19	8	--	--
Idaho	20	8	20	12
Illinois	22	8	21	7
Indiana	18	3	20	3
Iowa	20	1	18	*
Kansas	19	9	14	*
Kentucky	22	12	23	12
Louisiana	21	7	21	7
Maine	17	*	16	0
Maryland	22	13	22	10
Massachusetts	19	2	21	*
Michigan	22	12	24	8
Minnesota	23	12	25	22
Mississippi	21	6	20	*
Missouri	20	2	19	3
Montana	17	1	19	*
Nebraska	18	1	18	*
Nevada	23	16	--	--
New Hampshire	19	*	--	--
New Jersey	17	*	20	0
New Mexico	23	12	27	24
New York	19	8	21	15
North Carolina	22	4	23	6
North Dakota	17	1	15	*
Ohio	20	2	21	*
Oklahoma	17	2	16	*
Oregon	21	6	22	6
Pennsylvania	21	3	21	*
Rhode Island	--	--	--	--
South Carolina	20	2	19	*
South Dakota	19	4	16	4
Tennessee	22	14	23	15
Texas	20	3	18	2
Utah	25	29	27	35
Vermont	18	3	--	--
Virginia	21	4	22	6
Washington	22	8	23	17
West Virginia	20	2	20	2
Wisconsin	21	5	19	6
Wyoming	17	*	--	--

* Less than 0.5%.

-- Too few sample cases for a reliable estimate.

[1] Advanced Mathematics is defined as any course beyond Geometry, e.g. Algebra II, Trigonometry, Calculus.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionairre).

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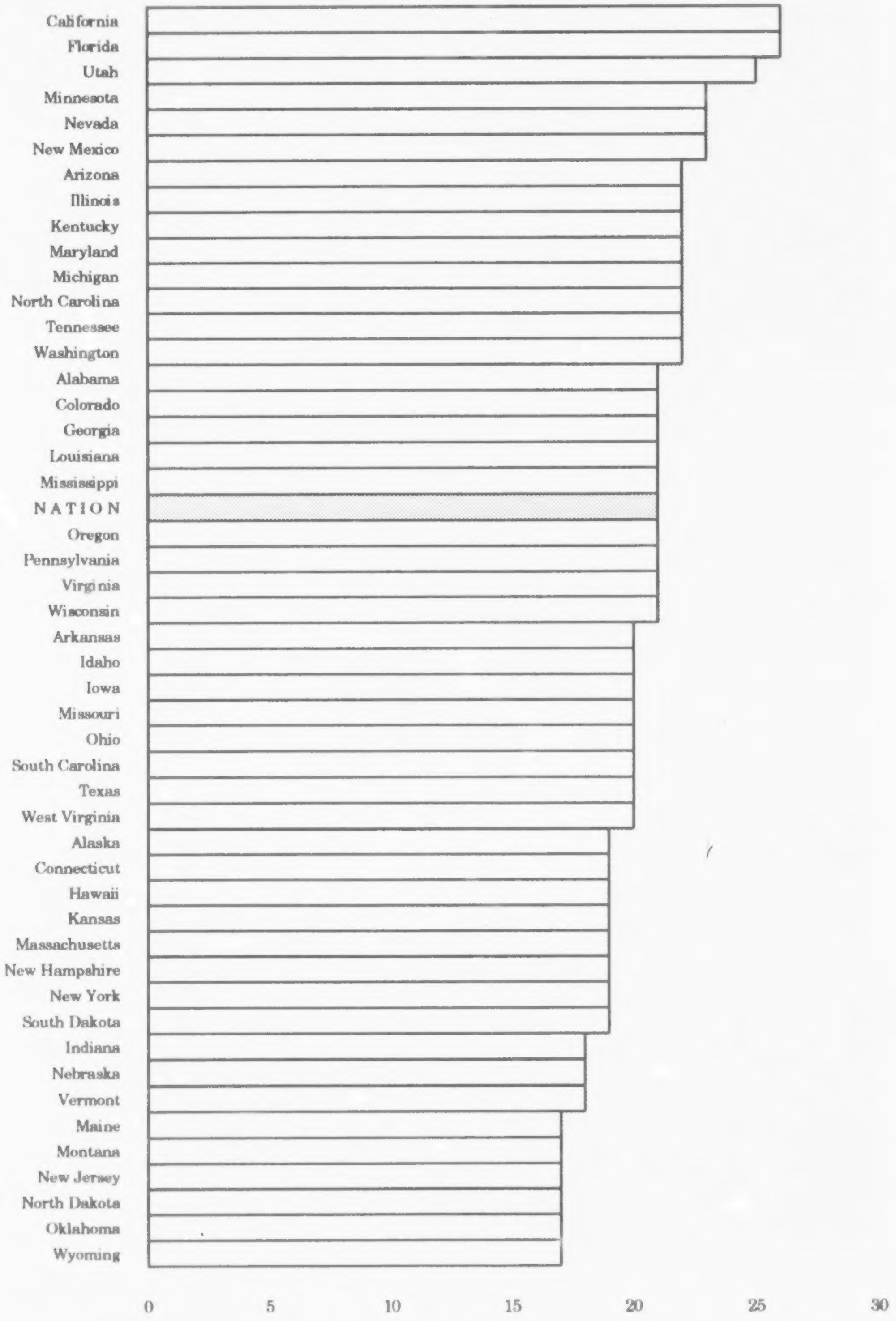
Figure 4.3

Average Size of Grades 9-12 Public School Mathematics Classes, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Table 4.4

Grades 9-12 English and Vocational Education Class Sizes, by State: 1990-91

	Average English Class Size	Percent of English Classes With 30 or More Students	Average Vocational Education Class Size	Percent of Vocational Educ. Classes With 30 or More Students
	#	%	#	%
NATION	**21**	**9**	**18**	**6**
Alabama	22	12	19	9
Alaska	20	13	13	4
Arizona	23	10	21	11
Arkansas	18	*	18	6
California	24	20	25	27
Colorado	21	7	20	6
Connecticut	18	0	15	*
Delaware	21	12	--	--
Dist. Columbia	--	--	--	--
Florida	23	12	23	16
Georgia	22	12	21	7
Hawaii	21	15	22	11
Idaho	23	8	16	2
Illinois	22	11	17	3
Indiana	19	1	17	2
Iowa	20	3	13	3
Kansas	19	6	16	5
Kentucky	23	8	18	2
Louisiana	22	13	19	12
Maine	18	0	13	2
Maryland	23	21	19	7
Massachusetts	18	5	15	*
Michigan	21	7	21	8
Minnesota	22	11	18	6
Mississippi	23	11	16	6
Missouri	21	5	17	6
Montana	18	3	14	2
Nebraska	19	3	14	3
Nevada	22	17	19	8
New Hampshire	20	*	13	0
New Jersey	18	2	17	2
New Mexico	21	9	18	4
New York	20	10	18	5
North Carolina	21	4	17	3
North Dakota	20	1	14	1
Ohio	21	11	17	2
Oklahoma	18	4	15	3
Oregon	21	3	20	6
Pennsylvania	20	6	17	2
Rhode Island	--	--	--	--
South Carolina	21	6	17	5
South Dakota	18	1	12	1
Tennessee	24	16	20	9
Texas	20	4	17	5
Utah	27	34	23	14
Vermont	19	5	--	--
Virginia	20	2	17	3
Washington	24	13	21	6
West Virginia	21	8	17	*
Wisconsin	21	6	17	1
Wyoming	17	3	14	*

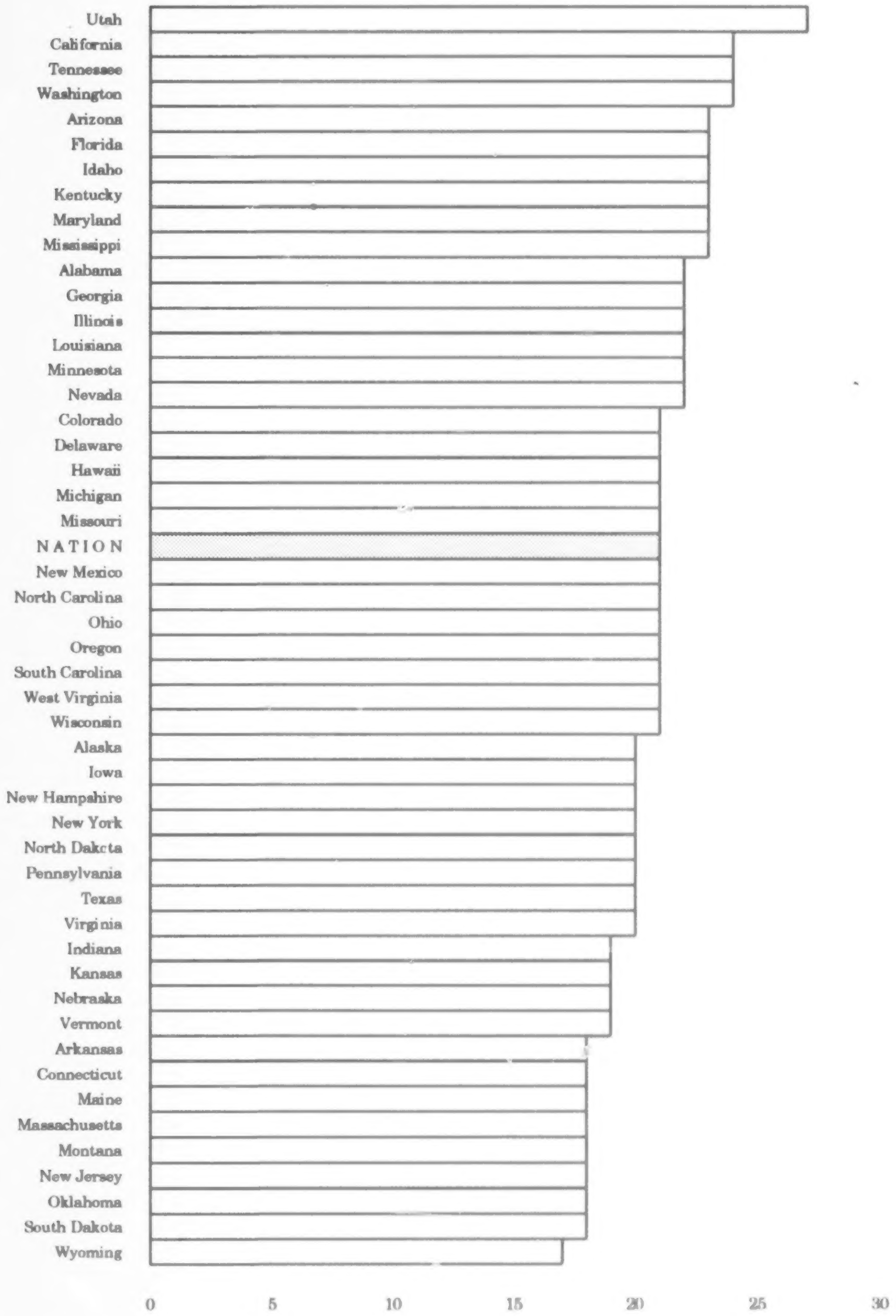
* Less than 0.5%

– Too few sample cases for a reliable estimate

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionairre).

Figure 4.4A

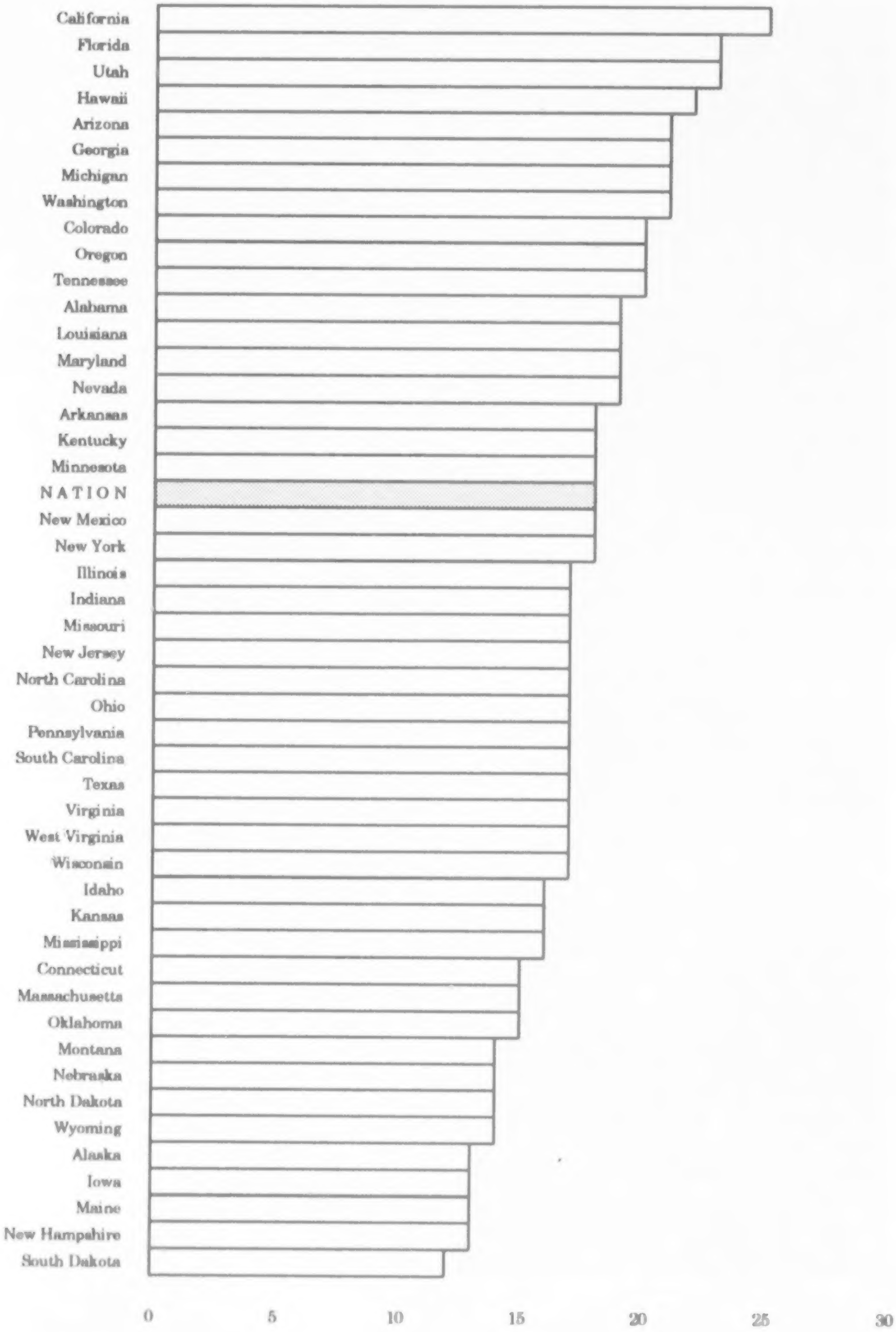
Average Size of Grades 9-12 Public School English Classes, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 4.4B

Average Size of Grades 9-12 Public School Vocational Education Classes, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Table 4.5

Average Hours Per Week That Grades 1-3 Public School Teachers in Self-Contained Classes Spent Teaching Core Subjects, by State: 1990-91

	English / Reading / Language Arts	Arithmetic / Mathematics	Social Studies / History	Science	All Four Subjects
NATION	**10.8**	**4.9**	**2.8**	**2.6**	**21**
Alabama	11.8	5.1	3.0	2.8	23
Alaska	10.7	4.7	2.8	2.9	21
Arizona	10.3	4.4	2.6	2.2	20
Arkansas	11.2	4.4	2.7	2.9	21
California	9.1	4.7	3.1	2.6	19
Colorado	11.4	4.7	2.5	2.1	21
Connecticut	12.2	5.0	2.6	2.5	22
Delaware	10.7	4.8	2.2	2.1	20
Dist. Columbia	8.4	5.3	3.3	2.7	20
Florida	10.8	4.9	2.9	2.7	21
Georgia	10.9	4.9	2.6	2.4	21
Hawaii	9.7	4.7	2.3	2.0	19
Idaho	12.1	4.7	2.4	2.4	22
Illinois	11.4	5.6	2.8	2.6	22
Indiana	11.4	5.4	2.7	2.4	22
Iowa	10.1	4.3	2.5	2.7	20
Kansas	10.8	4.8	2.5	2.3	20
Kentucky	11.5	4.8	2.7	3.1	22
Louisiana	9.8	4.8	2.7	2.7	20
Maine	10.5	4.5	2.3	2.6	20
Maryland	10.8	4.9	3.0	3.2	22
Massachusetts	11.0	5.1	2.6	2.0	21
Michigan	10.9	4.7	3.1	2.8	21
Minnesota	9.8	4.5	2.4	2.5	19
Mississippi	11.8	4.4	2.8	2.9	22
Missouri	11.2	4.7	2.5	2.4	21
Montana	11.5	5.3	2.4	2.2	21
Nebraska	11.2	5.1	4.0	2.9	23
Nevada	11.0	5.5	2.8	2.3	22
New Hampshire	11.4	4.8	3.4	2.9	23
New Jersey	10.4	4.7	2.4	2.4	20
New Mexico	12.2	5.6	2.8	2.7	23
New York	10.9	4.7	2.8	2.6	21
North Carolina	11.4	5.2	3.3	3.1	23
North Dakota	11.1	5.4	2.8	2.5	22
Ohio	11.8	4.8	2.6	2.1	21
Oklahoma	11.0	4.6	2.7	2.4	21
Oregon	9.6	4.5	2.6	2.2	19
Pennsylvania	10.5	4.8	2.4	2.5	20
Rhode Island	12.2	4.9	2.6	2.5	22
South Carolina	10.0	4.8	3.9	4.2	23
South Dakota	13.0	5.4	2.5	2.5	23
Tennessee	10.8	5.7	2.4	2.1	21
Texas	11.5	5.1	2.9	2.6	22
Utah	10.3	4.7	2.3	2.4	20
Vermont	10.6	4.7	3.0	2.8	21
Virginia	11.1	4.7	2.8	2.6	21
Washington	10.5	4.8	2.4	2.5	20
West Virginia	12.5	5.5	2.9	2.6	23
Wisconsin	11.4	4.3	3.3	2.7	22
Wyoming	11.2	4.5	2.8	2.5	21

Note: Details may not add to totals due to rounding or cell suppression

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionairre)

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Table 4.6

Average Hours Per Week That Grades 4-6 Public School Teachers in Self-Contained Classes Spent Teaching Core Subjects, by State: 1990-91

	English / Reading / Language Arts	Arithmetic / Mathematics	Social Studies / History	Science	All Four Subjects
NATION	**8.7**	**4.8**	**3.5**	**3.1**	**20**
Alabama	8.5	5.3	4.2	3.9	22
Alaska	9.8	4.9	3.6	2.8	21
Arizona	9.5	4.9	3.5	2.7	21
Arkansas	10.4	4.6	4.0	3.7	23
California	8.4	5.4	3.6	2.6	20
Colorado	9.4	4.7	3.0	2.8	20
Connecticut	8.8	4.3	2.8	2.3	18
Delaware	--	--	--	--	--
Dist. Columbia	--	--	--	--	--
Florida	7.9	4.8	3.2	3.1	19
Georgia	9.1	4.4	3.5	3.5	21
Hawaii	8.7	4.5	2.8	2.5	19
Idaho	8.2	5.5	4.3	3.9	22
Illinois	8.0	5.4	3.2	3.2	20
Indiana	9.4	4.5	3.7	3.4	21
Iowa	9.0	4.6	3.3	2.4	19
Kansas	9.3	4.9	3.3	3.2	21
Kentucky	10.3	5.0	3.7	3.3	22
Louisiana	8.9	4.5	2.8	3.1	19
Maine	7.9	4.7	3.8	3.4	20
Maryland	9.2	4.6	3.6	3.4	21
Massachusetts	9.6	4.5	3.0	2.5	20
Michigan	8.4	4.9	3.5	3.0	20
Minnesota	9.2	5.0	3.4	3.1	21
Mississippi	7.8	3.8	3.3	3.8	19
Missouri	8.1	4.7	3.6	3.7	20
Montana	9.2	4.8	4.1	3.7	22
Nebraska	9.1	5.0	4.4	3.4	22
Nevada	10.0	5.2	4.6	4.0	24
New Hampshire	9.6	5.1	3.3	3.7	22
New Jersey	7.8	4.3	3.2	2.9	18
New Mexico	8.7	4.5	4.2	4.1	21
New York	8.8	5.2	3.0	2.7	20
North Carolina	8.2	4.5	4.4	3.2	20
North Dakota	8.9	5.2	4.9	4.3	23
Ohio	9.9	5.2	3.8	3.0	22
Oklahoma	8.0	4.7	3.3	3.5	19
Oregon	9.1	4.5	3.4	2.8	20
Pennsylvania	8.8	4.9	3.7	3.2	21
Rhode Island	9.2	5.2	3.5	2.7	21
South Carolina	7.2	4.3	3.3	3.3	18
South Dakota	8.1	4.9	3.5	3.8	20
Tennessee	10.6	5.4	3.9	3.5	23
Texas	8.8	4.1	3.5	3.8	20
Utah	8.9	4.5	3.2	2.8	19
Vermont	8.8	4.8	3.6	3.9	21
Virginia	9.0	4.9	2.8	3.1	20
Washington	7.5	4.1	3.4	2.6	18
West Virginia	10.1	4.7	3.5	3.2	22
Wisconsin	8.4	5.2	3.8	3.5	21
Wyoming	9.6	4.8	4.3	3.7	22

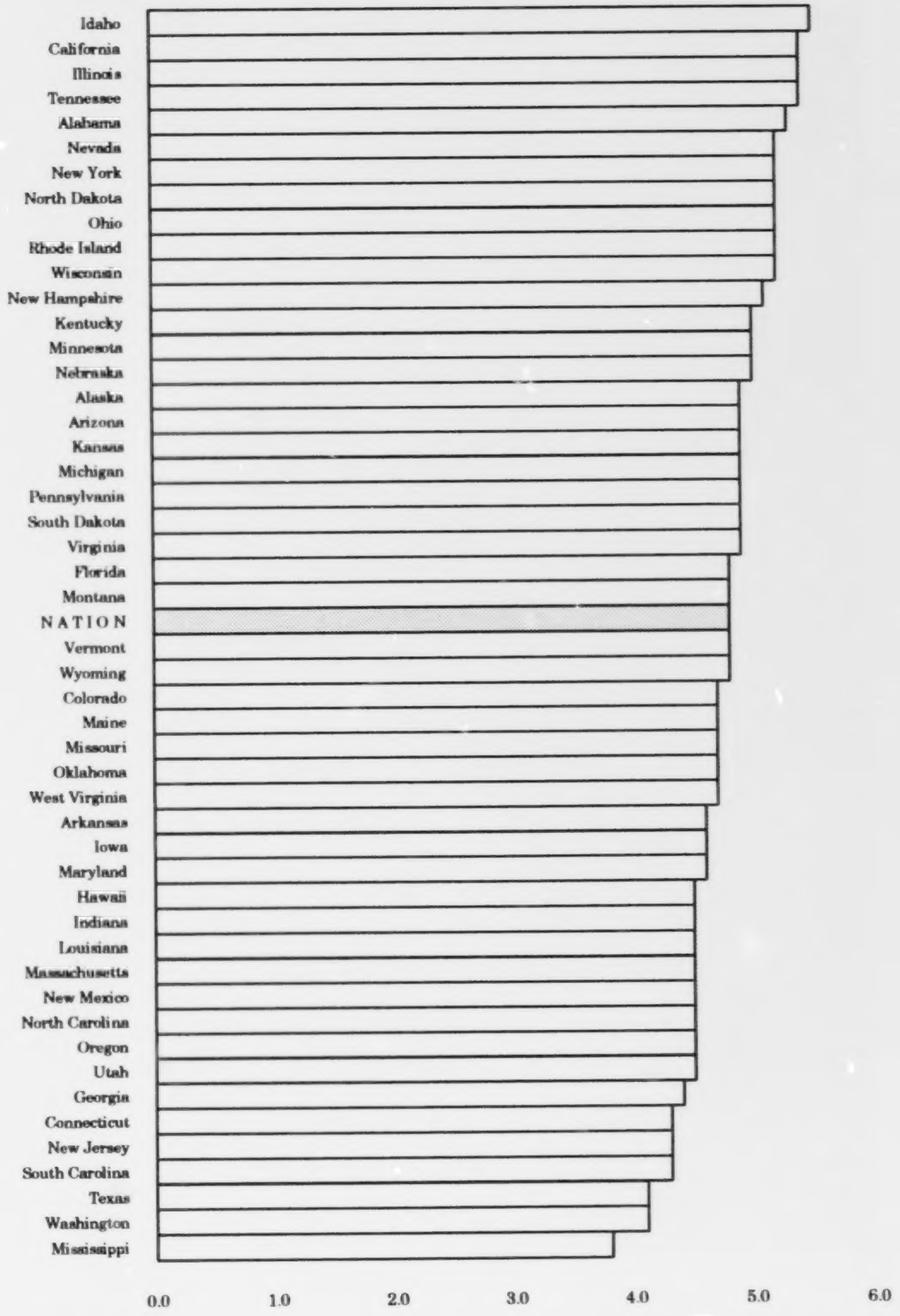
-- Too few sample cases for a reliable estimate.

Note: Details may not add to totals due to rounding or cell suppression.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionairre).

Figure 4.6A

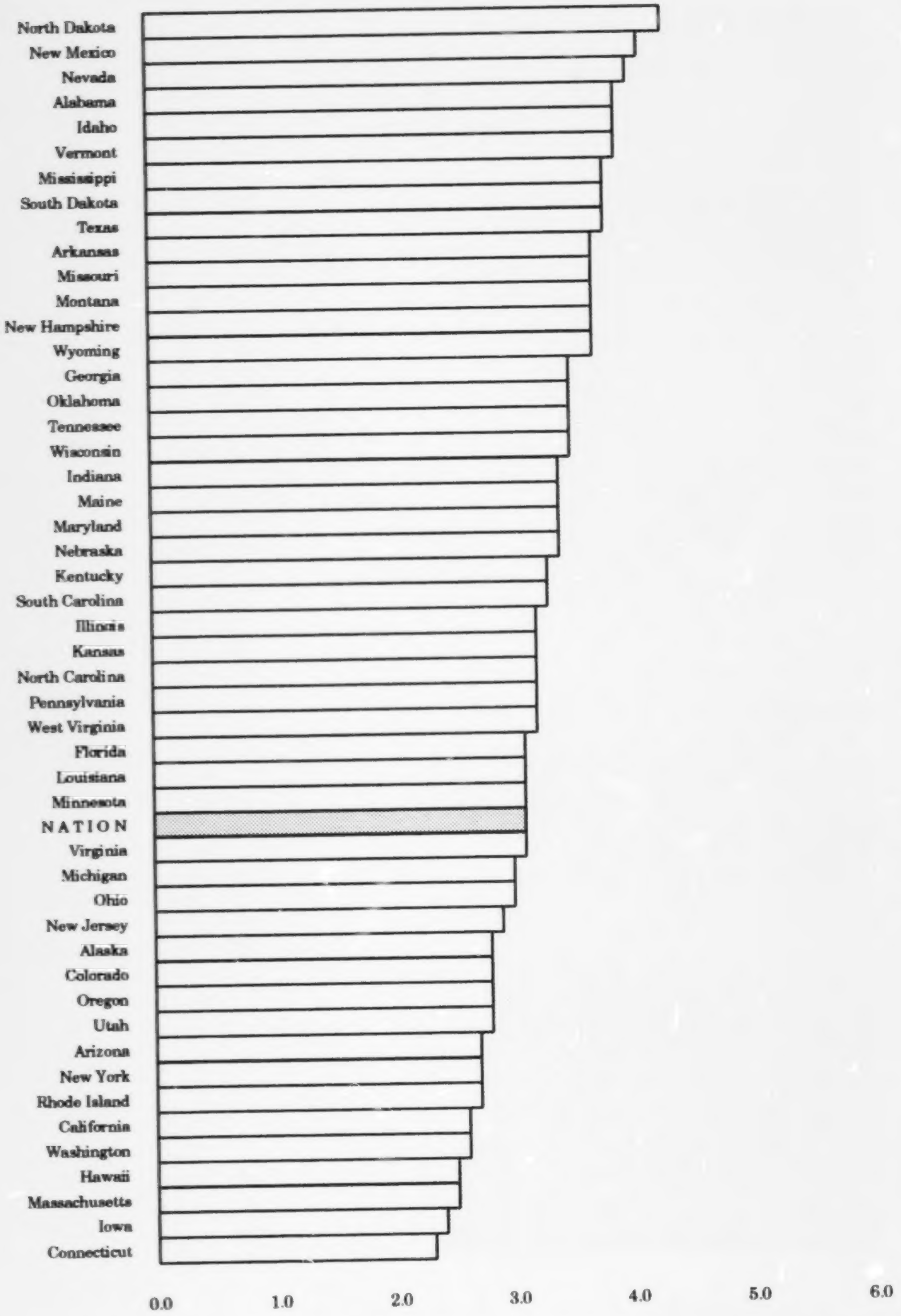
Average Hours Per Week That Grades 4-6 Public School Teachers in Self-Contained Classes Spent Teaching Arithmetic/Mathematics, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 4.6B

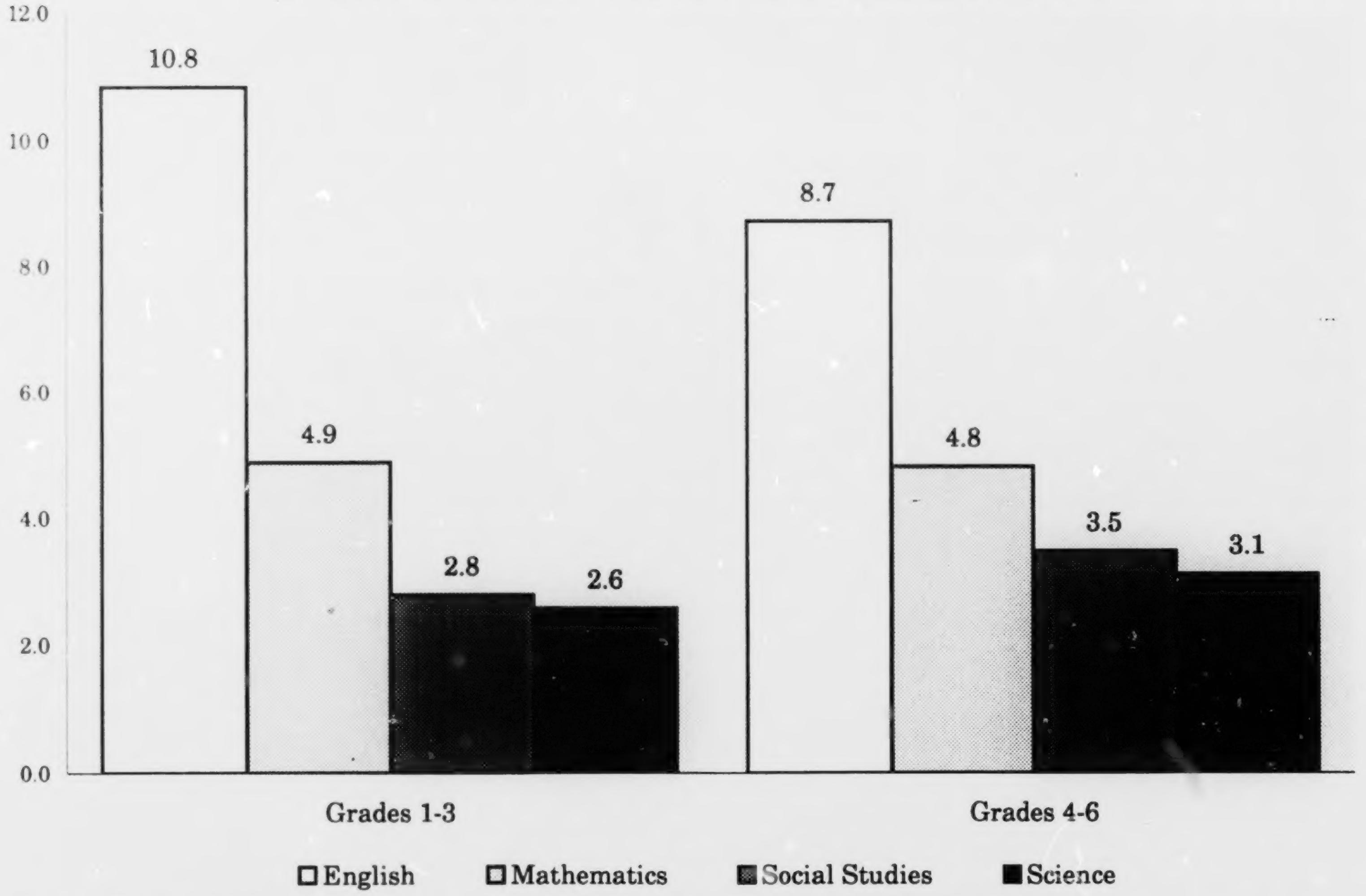
Average Hours Per Week That Grades 4-6 Public School Teachers in Self-Contained Classes Spent Teaching Science, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 4.6C

Average Hours Per Week That Grades 1-3 & 4-6 Public School Teachers in Self-Contained Classes Spent Teaching Core Subjects: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Table 4.7

Percentage of Principals Who Thought Various Groups Had a Great Deal of Influence on Establishing the School Curriculum, by State: 1990-91

	School Board	Principal	Teachers
NATION	**46**	**49**	**51**
Alabama	52	43	37
Alaska	45	54	58
Arizona	54	46	50
Arkansas	42	54	47
California	51	58	59
Colorado	58	63	66
Connecticut	53	52	56
Delaware	34	50	52
Dist. Columbia	74	41	31
Florida	64	33	35
Georgia	44	28	29
Hawaii	77	59	53
Idaho	45	54	67
Illinois	43	52	58
Indiana	40	49	54
Iowa	33	51	61
Kansas	48	56	60
Kentucky	36	41	48
Louisiana	55	23	11
Maine	40	57	67
Maryland	72	31	27
Massachusetts	50	56	61
Michigan	53	57	62
Minnesota	45	55	66
Mississippi	46	45	42
Missouri	44	58	55
Montana	46	56	64
Nebraska	47	67	70
Nevada	61	46	53
New Hampshire	40	67	72
New Jersey	56	54	52
New Mexico	36	50	54
New York	29	49	47
North Carolina	45	47	41
North Dakota	44	66	60
Ohio	42	44	48
Oklahoma	44	50	44
Oregon	44	40	54
Pennsylvania	42	54	62
Rhode Island	51	40	48
South Carolina	42	46	41
South Dakota	37	68	61
Tennessee	48	34	28
Texas	40	45	44
Utah	45	41	48
Vermont	26	65	85
Virginia	62	40	41
Washington	41	49	64
West Virginia	42	23	23
Wisconsin	43	55	[illegible]
Wyoming	53	61	63

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Administrator Questionnaire).

Table 4.8

Percentage of Principals Who Thought Various Groups Had a Great Deal of Influence on Hiring Full-Time Teachers, by State: 1990-91

	School Board	Principal	Teachers
NATION	**41**	**81**	**16**
Alabama	76	79	5
Alaska	33	67	14
Arizona	37	85	23
Arkansas	61	73	8
California	35	87	25
Colorado	30	82	36
Connecticut	42	84	22
Delaware	33	88	19
Dist. Columbia	56	56	8
Florida	25	91	17
Georgia	53	84	7
Hawaii	16	92	29
Idaho	33	89	22
Illinois	37	86	15
Indiana	28	84	16
Iowa	25	87	17
Kansas	28	81	9
Kentucky	39	65	16
Louisiana	64	67	6
Maine	51	91	40
Maryland	51	69	5
Massachusetts	61	66	12
Michigan	28	86	20
Minnesota	27	94	35
Mississippi	50	88	5
Missouri	46	84	11
Montana	54	86	16
Nebraska	39	81	16
Nevada	33	88	11
New Hampshire	42	94	36
New Jersey	46	76	8
New Mexico	35	90	19
New York	28	80	21
North Carolina	54	86	14
North Dakota	50	70	7
Ohio	47	78	10
Oklahoma	53	78	11
Oregon	35	94	33
Pennsylvania	52	68	10
Rhode Island	73	59	9
South Carolina	49	90	12
South Dakota	30	87	12
Tennessee	69	67	12
Texas	42	84	11
Utah	29	97	26
Vermont	66	95	38
Virginia	43	79	9
Washington	22	85	36
West Virginia	69	50	5
Wisconsin	33	79	19
Wyoming	34	96	36

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Administrator Questionnaire).

Table 4.9

Percentage of Principals Who Thought Various Groups Had a Great Deal of Influence on Setting a Discipline Policy, by State: 1990-91

	School Board	Principal	Teachers
NATION	**64**	**85**	**65**
Alabama	94	86	47
Alaska	56	83	67
Arizona	66	86	71
Arkansas	78	80	53
California	62	91	83
Colorado	50	81	83
Connecticut	62	89	70
Delaware	90	84	63
Dist. Columbia	76	68	51
Florida	76	74	54
Georgia	71	78	51
Hawaii	68	89	73
Idaho	57	91	79
Illinois	67	85	60
Indiana	49	85	69
Iowa	50	91	71
Kansas	56	86	62
Kentucky	65	70	49
Louisiana	84	67	31
Maine	39	91	80
Maryland	72	86	64
Massachusetts	59	83	66
Michigan	64	85	75
Minnesota	53	96	82
Mississippi	84	82	53
Missouri	71	83	60
Montana	68	89	67
Nebraska	61	93	69
Nevada	72	85	66
New Hampshire	46	93	76
New Jersey	59	87	62
New Mexico	62	83	67
New York	49	93	68
North Carolina	77	90	67
North Dakota	55	89	68
Ohio	61	84	60
Oklahoma	70	85	53
Oregon	53	91	73
Pennsylvania	60	78	65
Rhode Island	64	77	59
South Carolina	79	86	56
South Dakota	60	93	73
Tennessee	80	72	56
Texas	74	78	55
Utah	52	91	87
Vermont	55	95	81
Virginia	80	79	54
Washington	44	82	68
West Virginia	63	71	53
Wisconsin	51	88	69
Wyoming	50	94	86

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Administrator Questionnaire).

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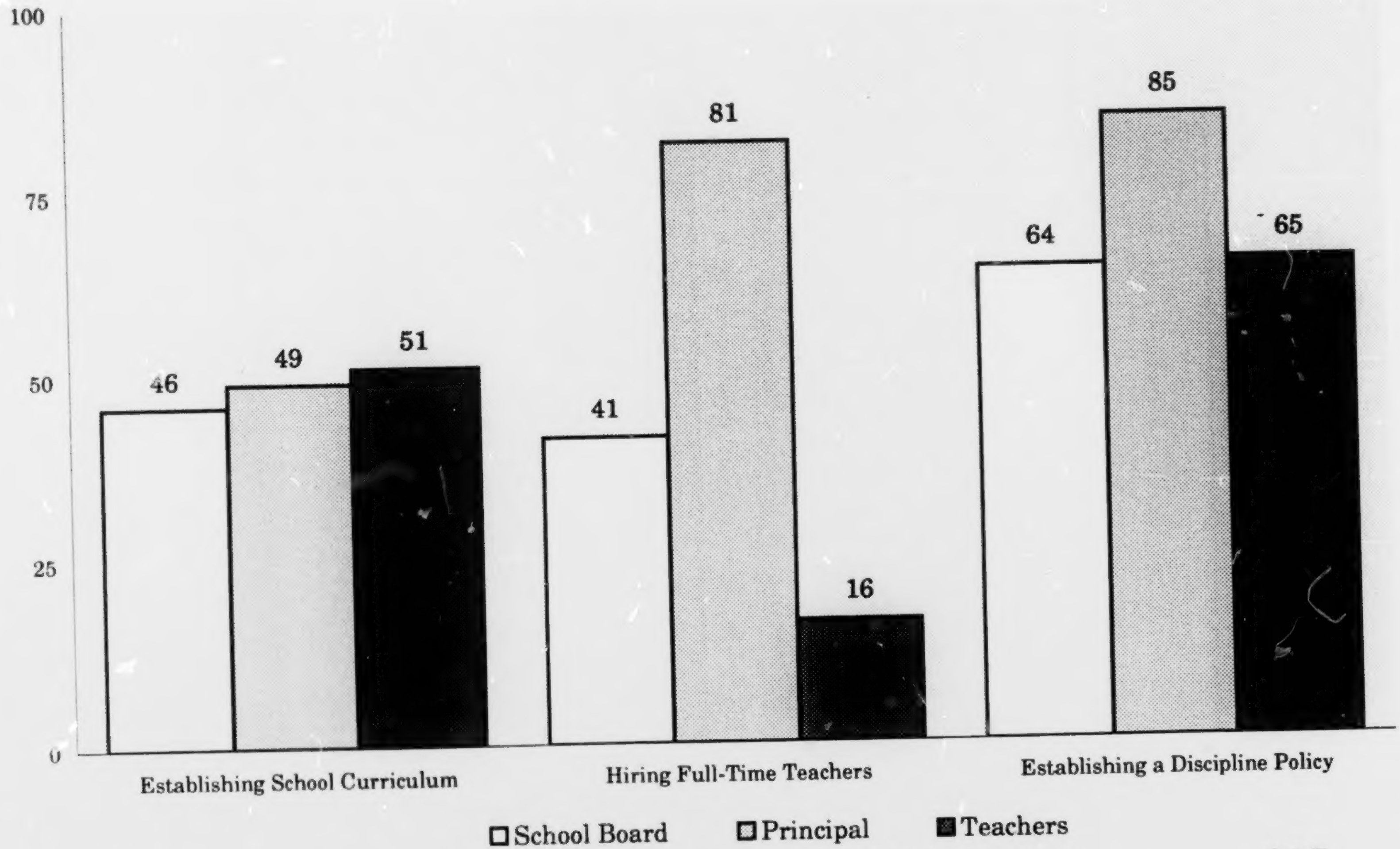
Figure 4.9A

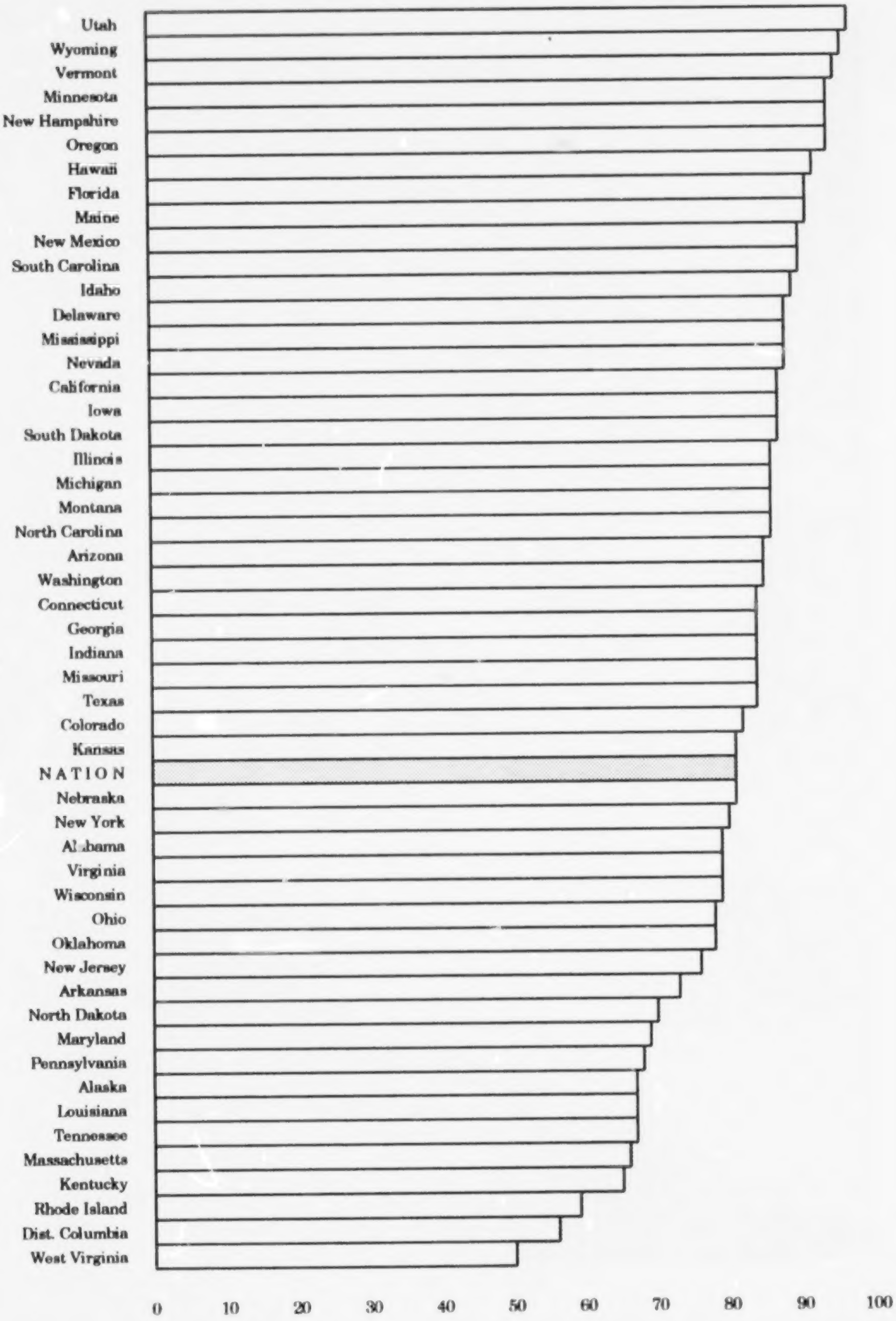
Percentage of Principals Who Thought Each Group Had a Great Deal of Influence on Various Decisions: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Administrator Questionnaire).

Figure 4.9B

Percentage of Public School Principals Who Thought They Had a Great Deal of Influence on Hiring Full-Time Teachers, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Administrator Questionnaire).

Table 4.10

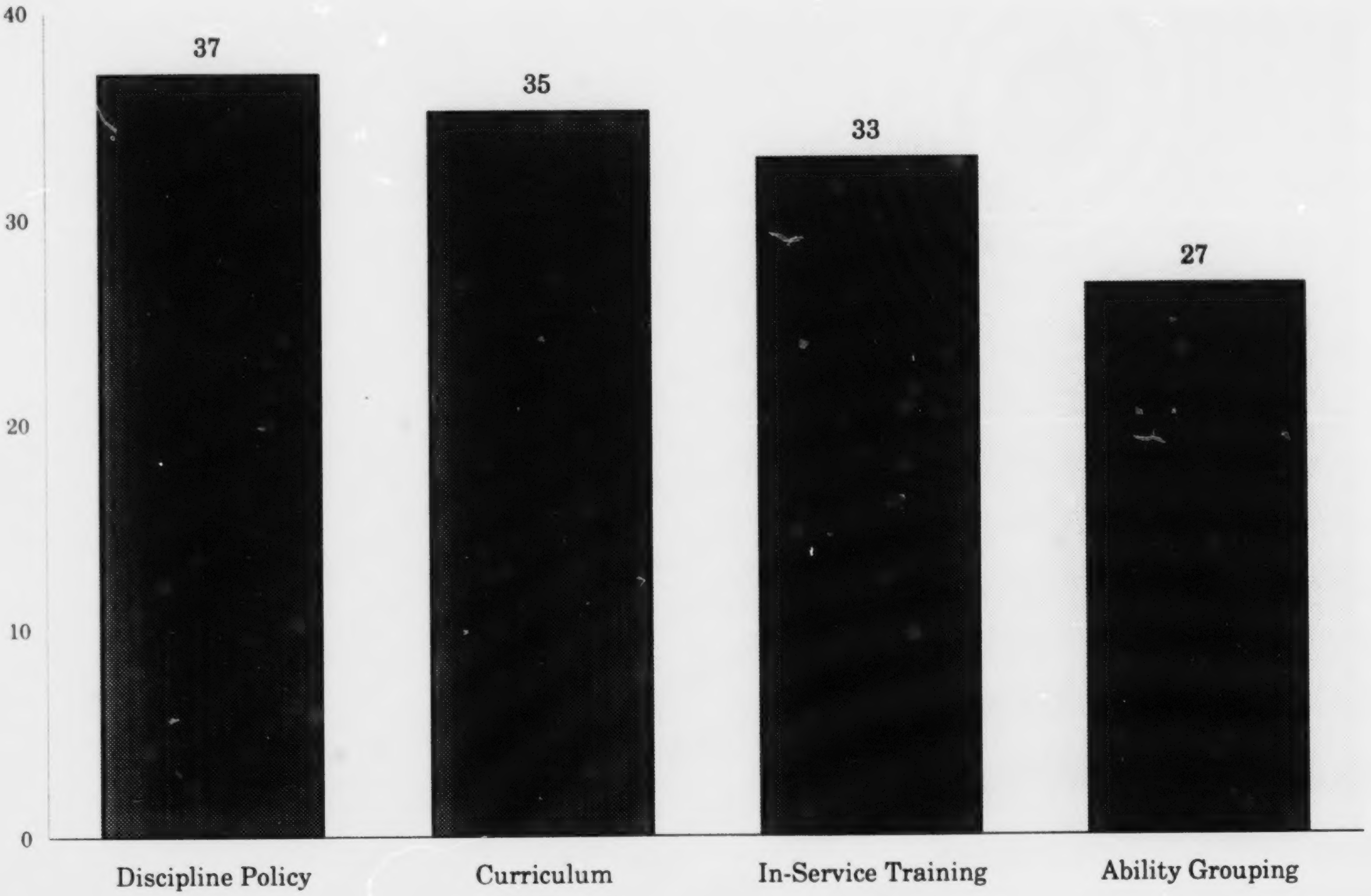
Percentage of Public School Teachers Who Think They Have a Great Deal of Influence on Certain Issues, by State: 1990-91

	Discipline	In-Service Training	Ability Grouping	Curriculum
NATION	**37**	**33**	**27**	**35**
Alabama	30	35	25	19
Alaska	44	36	33	36
Arizona	36	27	27	33
Arkansas	34	35	19	26
California	47	42	30	35
Colorado	43	38	35	44
Connecticut	39	46	31	43
Delaware	23	22	25	33
Dist. Columbia	31	30	25	18
Florida	35	36	26	28
Georgia	30	33	25	23
Hawaii	37	33	41	42
Idaho	45	36	31	39
Illinois	38	37	32	39
Indiana	35	34	30	40
Iowa	44	26	29	50
Kansas	40	33	23	39
Kentucky	36	29	34	35
Louisiana	28	24	25	19
Maine	50	44	39	56
Maryland	30	24	23	17
Massachusetts	35	29	29	38
Michigan	37	39	29	41
Minnesota	47	34	34	46
Mississippi	37	38	23	33
Missouri	36	42	23	45
Montana	42	31	26	51
Nebraska	46	30	31	51
Nevada	39	36	27	33
New Hampshire	39	34	29	46
New Jersey	30	26	23	34
New Mexico	37	30	24	34
New York	33	30	25	33
North Carolina	38	34	20	21
North Dakota	40	28	24	41
Ohio	39	39	29	43
Oklahoma	38	54	30	40
Oregon	47	29	34	40
Pennsylvania	36	30	21	44
Rhode Island	37	34	29	38
South Carolina	30	28	18	25
South Dakota	43	38	27	49
Tennessee	38	33	28	24
Texas	28	20	23	29
Utah	45	29	30	34
Vermont	59	46	45	66
Virginia	32	22	17	25
Washington	53	42	34	44
West Virginia	46	29	26	26
Wisconsin	40	37	29	50
Wyoming	44	26	30	47

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 4.10A

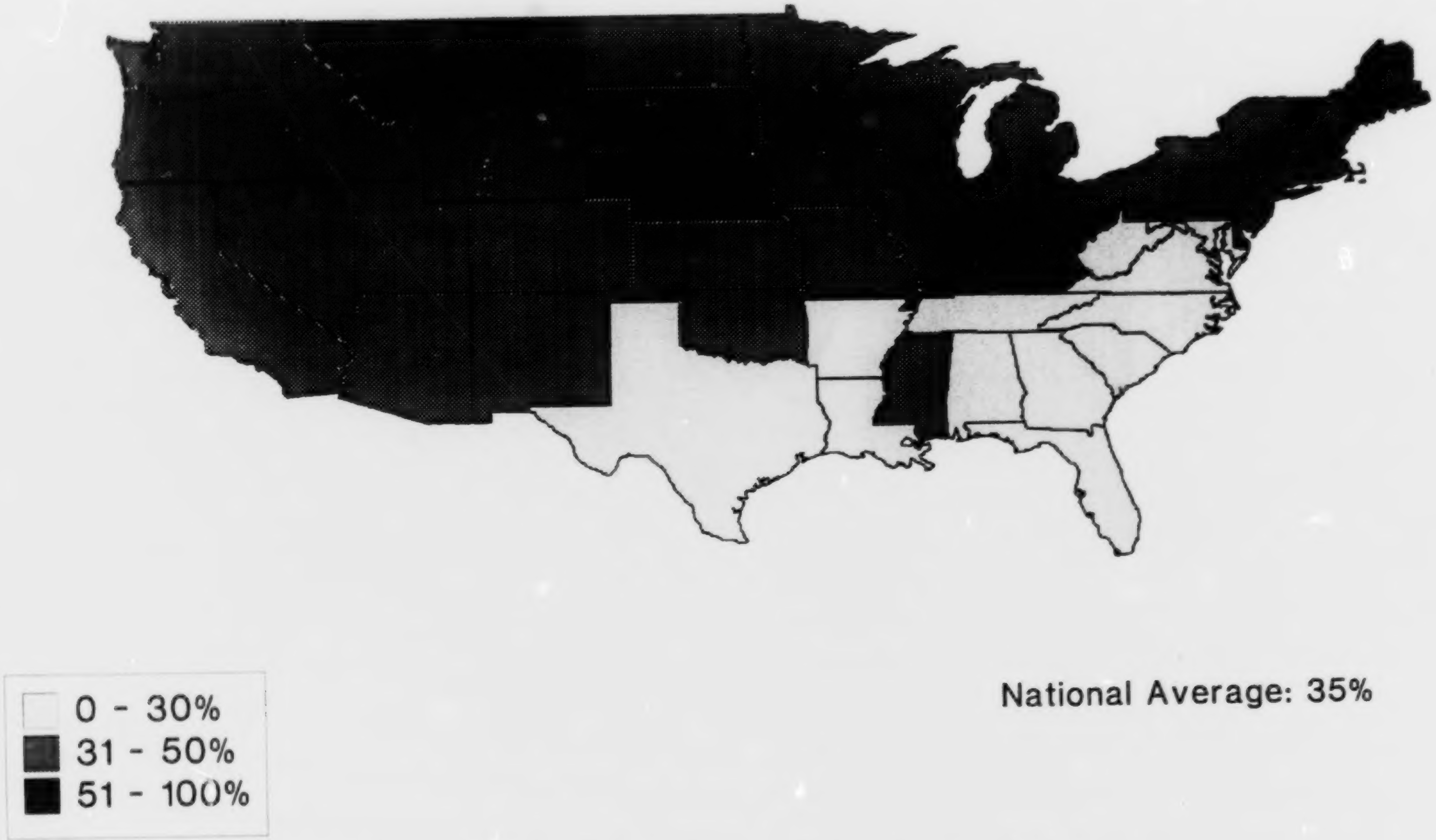
Percentage of Public School Teachers Who Thought They Had a Great Deal of Influence on Certain Issues: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Figure 4.10B

Percentage of Teachers Who Think They Have a Great Deal of Influence on Establishing the School Curriculum, by State: 1990-91



Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

APPENDIX A

Estimated Counts for Computing State Statistics

Table A.1

Estimated Number of Public Schools and Students, by State: 1990-91

	Schools		Students	
	#	S.E.	#	S.E.
NATION	**79,885**	**(197)**	**40,103,699**	**(362,553)**
Alabama	1,243	(22)	688,980	(25,827)
Alaska	425	(9)	109,112	(7,245)
Arizona	992	(12)	590,529	(29,836)
Arkansas	1,074	(10)	415,981	(17,242)
California	7,193	(51)	4,798,136	(192,501)
Colorado	1,304	(18)	575,845	(22,809)
Connecticut	933	(14)	453,813	(18,797)
Delaware	161	(3)	96,375	(6,486)
Dist. Columbia	170	(7)	78,415	(3,420)
Florida	2,269	(34)	1,766,890	(77,016)
Georgia	1,650	(38)	1,102,779	(48,516)
Hawaii	231	(0)	176,149	(4,821)
Idaho	545	(10)	215,692	(11,614)
Illinois	3,949	(72)	1,804,706	(84,452)
Indiana	1,856	(27)	894,518	(30,290)
Iowa	1,530	(53)	479,023	(24,419)
Kansas	1,442	(9)	453,170	(21,642)
Kentucky	1,323	(31)	617,625	(33,361)
Louisiana	1,449	(32)	738,300	(30,761)
Maine	738	(6)	218,614	(12,138)
Maryland	1,128	(38)	675,494	(31,905)
Massachusetts	1,775	(9)	810,755	(43,759)
Michigan	3,110	(38)	1,418,907	(64,120)
Minnesota	1,434	(36)	719,581	(37,426)
Mississippi	913	(17)	506,697	(17,829)
Missouri	2,063	(28)	818,239	(30,542)
Montana	739	(15)	157,530	(11,347)
Nebraska	1,455	(34)	260,030	(15,828)
Nevada	313	(4)	198,751	(9,889)
New Hampshire	417	(12)	147,023	(7,860)
New Jersey	2,224	(10)	1,112,872	(46,842)
New Mexico	626	(12)	292,482	(13,711)
New York	3,889	(26)	2,384,989	(93,370)
North Carolina	1,917	(21)	1,069,603	(37,923)
North Dakota	647	(12)	118,778	(8,277)
Ohio	3,623	(60)	1,716,955	(73,907)
Oklahoma	1,730	(33)	574,546	(30,257)
Oregon	1,164	(40)	459,106	(20,045)
Pennsylvania	3,205	(35)	1,722,046	(64,184)
Rhode Island	294	(4)	148,027	(5,831)
South Carolina	1,085	(11)	649,828	(27,039)
South Dakota	732	(24)	148,790	(9,842)
Tennessee	1,485	(30)	789,393	(39,226)
Texas	5,651	(45)	3,323,523	(94,113)
Utah	718	(7)	438,875	(24,617)
Vermont	331	(0)	90,632	(3,858)
Virginia	1,737	(6)	943,179	(44,457)
Washington	1,772	(26)	897,997	(33,259)
West Virginia	1,007	(22)	336,584	(15,930)
Wisconsin	1,848	(60)	796,131	(42,241)
Wyoming	376	(14)	101,710	(7,078)

Standard errors appear in parentheses.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

Table A.2

Estimated Number of Public Elementary, Middle, and High Schools, by State: 1990-91

	Elementary Schools		Middle Schools		High Schools	
	#	S.E.	#	S.E.	#	S.E.
NATION	**47,003**	**(405)**	**13,552**	**(412)**	**11,965**	**(210)**
Alabama	564	(48)	259	(45)	143	(16)
Alaska	136	(11)	--	--	--	--
Arizona	668	(24)	158	(23)	147	(19)
Arkansas	551	(24)	193	(26)	--	--
California	4,657	(114)	906	(121)	1,234	(82)
Colorado	760	(39)	231	(44)	187	(24)
Connecticut	604	(32)	--	--	167	(11)
Delaware	84	(6)	--	--	--	--
Dist. Columbia	110	(7)	--	--	--	--
Florida	1,252	(64)	484	(70)	276	(31)
Georgia	1,113	(47)	--	--	239	(23)
Hawaii	161	(4)	--	--	--	--
Idaho	294	(19)	98	(17)	87	(10)
Illinois	2,279	(176)	718	(158)	623	(57)
Indiana	1,183	(57)	--	--	255	(31)
Iowa	792	(61)	322	(58)	250	(47)
Kansas	838	(44)	251	(42)	244	(24)
Kentucky	781	(48)	220	(43)	222	(18)
Louisiana	714	(45)	253	(44)	202	(20)
Maine	396	(32)	189	(31)	111	(9)
Maryland	748	(46)	--	--	196	(13)
Massachusetts	1,014	(62)	440	(56)	197	(28)
Michigan	1,887	(95)	476	(92)	474	(55)
Minnesota	731	(45)	225	(42)	183	(32)
Mississippi	420	(20)	165	(25)	200	(17)
Missouri	1,192	(48)	--	--	339	(29)
Montana	477	(20)	--	--	166	(12)
Nebraska	1,044	(35)	--	--	--	--
Nevada	198	(7)	--	--	--	--
New Hampshire	279	(18)	--	--	--	--
New Jersey	1,444	(61)	--	--	300	(30)
New Mexico	350	(25)	149	(23)	68	(11)
New York	2,445	(83)	534	(111)	469	(62)
North Carolina	1,071	(68)	468	(68)	301	(23)
North Dakota	361	(7)	--	--	--	--
Ohio	2,033	(148)	827	(151)	627	(66)
Oklahoma	986	(45)	299	(49)	355	(30)
Oregon	738	(49)	185	(33)	179	(19)
Pennsylvania	1,986	(91)	449	(81)	474	(43)
Rhode Island	200	(8)	--	--	--	--
South Carolina	578	(41)	221	(40)	209	(15)
South Dakota	383	(26)	192	(22)	156	(14)
Tennessee	878	(46)	248	(47)	228	(24)
Texas	2,924	(142)	1,400	(145)	737	(50)
Utah	420	(16)	103	(16)	130	(17)
Vermont	260	(6)	--	--	--	--
Virginia	1,095	(56)	--	--	253	(26)
Washington	988	(53)	342	(59)	310	(30)
West Virginia	662	(25)	--	--	149	(11)
Wisconsin	1,055	(72)	349	(54)	356	(29)
Wyoming	221	(16)	--	--	--	--

Standard errors appear in parentheses.

-- Too few cases for a reliable estimate.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

Table A.3

Estimated Number of Grades K-6 & 7-12 Public School Teachers, by State: 1990-91

	Grades K-6 All Subjects		**Grades 7-12 All Subjects**		**Grades 7-12 Science**		**Grades 7-12 Math**	
	#	S.E.	#	S.E.	#	S.E.	#	S.E.
US	**1510345**	**(11732)**	**1267069**	**(18658)**	**157663**	**(4615)**	**175606**	**(4304)**
AL	25,378	(1,438)	19,972	(1,328)	2,638	(270)	2,575	(355)
AK	4,359	(380)	3,451	(215)	549	(80)	585	(93)
AZ	19,103	(858)	15,235	(1,289)	1,682	(227)	1,974	(278)
AR	17,297	(752)	13,771	(711)	1,836	(211)	1,717	(233)
CA	119,024	(3,746)	106,869	(7,333)	13,521	(2,275)	19,453	(2,842)
CO	23,120	(1,169)	16,883	(1,275)	2,601	(281)	2,277	(334)
CT	20,457	(862)	18,055	(1,428)	2,239	(352)	2,348	(385)
DE	3,504	(243)	2,943	(371)	--	--	--	--
DC	3,379	(344)	2,761	(388)	--	--	--	--
FL	65,868	(2,169)	52,248	(4,767)	6,625	(996)	7,215	(1,301)
GA	44,003	(2,247)	29,263	(2,022)	3,717	(511)	4,578	(572)
HI	6,640	(231)	4,355	(269)	--	--	651	(82)
ID	6,699	(473)	6,176	(360)	856	(97)	1,046	(138)
IL	72,428	(4,799)	64,193	(4,860)	9,626	(1,110)	8,855	(1,056)
IN	34,250	(1,493)	28,750	(1,804)	3,336	(436)	3,962	(340)
IA	23,016	(1,451)	20,874	(2,004)	2,804	(500)	2,842	(614)
KS	21,368	(1,037)	17,538	(1,097)	2,145	(258)	1,835	(298)
KY	23,384	(1,313)	20,979	(1,778)	2,643	(491)	3,252	(401)
LA	29,387	(1,387)	20,250	(1,490)	3,659	(421)	3,534	(493)
ME	10,806	(647)	8,301	(613)	1,083	(168)	1,295	(159)
MD	25,527	(1,478)	20,043	(1,951)	2,778	(445)	2,520	(292)
MA	37,225	(2,446)	33,272	(3,388)	3,319	(478)	4,009	(588)
MI	49,244	(2,663)	41,097	(2,899)	5,489	(655)	5,907	(752)
MN	28,214	(1,452)	23,194	(1,945)	2,596	(356)	2,934	(419)
MS	16,716	(751)	14,868	(704)	1,878	(222)	2,150	(228)
MO	34,410	(1,587)	27,580	(1,417)	3,144	(396)	3,773	(469)
MT	7,142	(666)	5,852	(523)	610	(75)	867	(186)
NE	12,542	(1,028)	10,762	(804)	1,316	(174)	1,150	(131)
NV	6,308	(433)	4,875	(376)	667	(96)	908	(122)
NH	6,320	(463)	6,110	(629)	779	(108)	913	(155)
NJ	50,984	(2,976)	53,197	(3,817)	6,059	(1,084)	6,430	(813)
NM	10,935	(597)	9,021	(757)	1,503	(219)	1,109	(191)
NY	97,007	(3,137)	88,844	(7,847)	10,743	(1,573)	10,812	(1,570)
NC	40,462	(1,684)	35,623	(2,274)	4,497	(494)	5,524	(733)
ND	5,220	(393)	5,044	(372)	657	(73)	665	(64)
OH	62,016	(3,276)	57,052	(3,836)	6,513	(938)	6,928	(929)
OK	26,835	(1,276)	17,163	(1,692)	1,953	(247)	1,626	(213)
OR	16,982	(883)	13,624	(983)	1,792	(250)	2,032	(206)
PA	62,344	(2,661)	58,784	(3,421)	6,335	(697)	6,308	(680)
RI	6,421	(766)	5,235	(658)	--	--	--	--
SC	24,183	(1,152)	19,902	(1,287)	2,500	(368)	3,403	(463)
SD	7,128	(511)	6,012	(415)	925	(86)	870	(91)
TN	27,146	(1,712)	22,500	(1,547)	3,248	(351)	3,458	(405)
TX	139,407	(4,662)	99,857	(6,034)	11,597	(1,379)	14,671	(1,591)
UT	10,872	(393)	9,165	(934)	1,087	(149)	1,410	(155)
VT	4,966	(277)	3,357	(232)	425	(74)	460	(78)
VA	34,488	(2,107)	33,340	(2,368)	3,382	(440)	4,125	(564)
WA	29,711	(936)	21,757	(1,908)	2,800	(409)	3,053	(436)
WV	13,264	(848)	11,755	(763)	1,357	(209)	1,575	(240)
WI	37,830	(2,286)	31,018	(2,106)	3,898	(551)	3,718	(481)
WY	4,526	(431)	4,294	(467)	502	(86)	590	(109)

Standard errors appear in parentheses.

– Too few sample cases for a reliable estimate.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

APPENDIX B

Standard Errors for Tables

Table B.1.1

Standard Errors for Percentage of Public Schools by Community Type, by State: 1990-91

	Central City	Urban Fringe / Large Town	Small Town	Rural
NATION	**0.4**	**0.4**	**0.4**	**0.3**
Alabama	2.2	2.6	2.7	1.9
Alaska	1.2	1.1	2.0	1.9
Arizona	2.3	2.3	2.1	2.2
Arkansas	1.7	1.4	1.7	2.1
California	1.8	2.0	1.5	1.5
Colorado	2.0	2.7	2.0	1.8
Connecticut	0.9	1.7	2.6	2.2
Delaware	3.8	5.2	3.1	4.5
Dist. Columbia	0.0	0.0	0.0	0.0
Florida	2.8	2.9	1.7	2.1
Georgia	1.9	2.3	2.8	2.9
Hawaii	4.9	5.1	--	3.9
Idaho	0.7	1.7	3.0	3.5
Illinois	1.5	1.6	1.5	1.8
Indiana	1.8	1.4	3.1	3.1
Iowa	2.8	2.6	2.5	3.2
Kansas	0.8	1.3	2.0	2.4
Kentucky	1.8	2.0	2.8	3.1
Louisiana	1.7	2.0	2.8	3.1
Maine	0.8	1.4	3.4	3.4
Maryland	3.9	4.2	1.8	2.7
Massachusetts	1.4	1.5	1.7	1.7
Michigan	2.1	2.2	2.5	2.4
Minnesota	1.3	1.8	1.7	2.0
Mississippi	1.2	1.6	2.4	2.6
Missouri	1.1	1.6	1.9	2.0
Montana	0.7	0.8	2.6	2.4
Nebraska	1.5	1.2	2.8	2.5
Nevada	4.4	2.0	2.2	5.3
New Hampshire	1.0	1.1	2.6	2.8
New Jersey	2.0	2.5	1.7	1.6
New Mexico	1.2	2.0	3.2	3.3
New York	2.2	2.5	1.7	1.5
North Carolina	2.7	2.7	3.2	3.7
North Dakota	1.0	0.8	1.1	1.6
Ohio	2.0	2.4	2.2	2.4
Oklahoma	1.6	1.4	1.4	1.3
Oregon	1.7	1.9	2.0	2.8
Pennsylvania	2.0	2.4	3.5	3.3
Rhode Island	1.9	1.8	1.7	1.0
South Carolina	2.9	2.7	2.4	3.1
South Dakota	1.2	1.3	1.5	1.5
Tennessee	1.9	2.3	3.7	4.7
Texas	0.4	0.4	1.0	1.0
Utah	2.5	2.9	2.6	3.5
Vermont	0.1	--	2.4	2.3
Virginia	1.3	1.7	2.6	2.8
Washington	2.5	2.7	1.7	1.3
West Virginia	2.6	3.3	3.0	3.6
Wisconsin	3.0	2.4	2.5	2.5
Wyoming	1.6	1.4	3.8	4.1

-- Too few sample cases for a reliable estimate.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

Table B.1.2

Standard Errors for Percentage of Public School Students by Community Type, by State: 1990-91

	Central City	Urban Fringe / Large Town	Small Town	Rural
NATION	**0.5**	**0.5**	**0.4**	**0.3**
Alabama	2.4	2.5	2.8	1.8
Alaska	3.9	2.8	2.8	2.5
Arizona	2.6	2.3	1.6	1.1
Arkansas	2.2	1.7	2.5	2.4
California	2.1	2.5	1.3	1.1
Colorado	2.9	3.3	1.9	1.7
Connecticut	2.1	1.8	2.5	1.0
Delaware	3.9	5.8	3.9	4.7
Dist. Columbia	0.0	0.0	0.0	0.0
Florida	3.0	3.5	1.4	1.8
Georgia	1.9	3.3	2.8	1.8
Hawaii	3.7	5.6	--	3.9
Idaho	0.6	2.3	2.8	2.5
Illinois	1.7	2.2	1.6	1.5
Indiana	2.3	1.9	2.6	2.3
Iowa	4.6	3.6	2.8	2.8
Kansas	2.3	1.9	2.2	2.3
Kentucky	3.0	2.1	2.7	2.8
Louisiana	2.4	3.0	3.2	2.9
Maine	1.4	1.4	2.4	2.0
Maryland	3.6	3.7	1.9	2.3
Massachusetts	3.0	2.6	2.5	1.8
Michigan	2.4	2.6	1.6	1.2
Minnesota	2.2	2.7	2.3	2.7
Mississippi	1.4	2.0	2.1	2.7
Missouri	1.5	2.6	2.4	2.4
Montana	1.4	1.4	3.2	2.2
Nebraska	4.1	3.4	2.8	2.7
Nevada	4.8	3.7	1.5	4.1
New Hampshire	1.9	1.6	2.7	2.4
New Jersey	2.0	2.8	1.9	1.3
New Mexico	1.9	1.9	2.8	2.5
New York	2.4	2.5	1.7	1.4
North Carolina	2.3	2.9	3.0	3.4
North Dakota	2.7	1.8	2.4	3.2
Ohio	2.3	2.5	1.4	2.1
Oklahoma	2.9	2.4	2.0	1.5
Oregon	2.7	2.8	1.7	1.6
Pennsylvania	2.0	2.3	3.2	2.5
Rhode Island	2.4	2.2	1.8	0.9
South Carolina	2.5	2.6	3.0	3.1
South Dakota	1.1	2.6	2.3	2.6
Tennessee	2.0	2.4	3.6	3.5
Texas	1.4	0.8	1.0	0.8
Utah	3.1	3.7	2.1	3.0
Vermont	0.1	--	2.1	1.6
Virginia	2.3	1.9	2.1	2.5
Washington	3.1	3.3	1.8	1.1
West Virginia	2.4	3.5	3.6	3.7
Wisconsin	4.2	2.7	2.5	2.6
Wyoming	1.7	2.8	2.9	3.1

– Too few sample cases for a reliable estimate.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

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Table B.1.3

Standard Errors for Percentage of Public School Students by Race/Ethnicity, by State: 1990-91

	Total Minority	White	Black	Hispanic	Asian	Amer. Indian
NATION	**0.4**	**0.4**	**0.3**	**0.4**	**0.1**	**0.1**
Alabama	1.8	1.8	1.8	*	0.1	0.3
Alaska	1.7	1.7	0.4	0.2	0.4	1.8
Arizona	1.9	1.9	0.4	1.6	0.1	0.8
Arkansas	2.1	2.1	2.1	0.2	0.1	*
California	2.2	2.2	1.0	1.9	0.7	0.1
Colorado	1.5	1.5	1.1	1.3	0.1	0.1
Connecticut	2.0	2.0	1.3	1.0	0.2	*
Delaware	1.4	1.4	1.4	0.3	0.2	*
Dist. Columbia	1.9	1.9	3.7	2.6	0.4	*
Florida	1.6	1.6	1.5	1.1	0.1	0.1
Georgia	1.9	1.9	1.9	0.1	0.1	0.1
Hawaii	1.4	1.4	0.3	0.5	1.4	0.2
Idaho	0.7	0.7	*	0.7	0.1	0.2
Illinois	2.1	2.1	2.5	1.8	0.6	0.4
Indiana	1.7	1.7	1.6	0.4	0.1	*
Iowa	1.1	1.1	0.9	0.2	0.5	*
Kansas	1.1	1.1	0.9	0.4	0.1	0.4
Kentucky	0.6	0.6	0.6	*	*	*
Louisiana	2.0	2.0	2.0	0.3	0.2	0.4
Maine	0.7	0.7	0.2	*	0.2	0.5
Maryland	2.5	2.5	2.5	0.3	0.2	*
Massachusetts	2.0	2.0	1.3	1.3	0.4	0.3
Michigan	2.5	2.5	2.3	0.5	0.3	0.2
Minnesota	0.7	0.7	0.5	0.3	0.5	0.2
Mississippi	1.6	1.6	1.7	*	*	0.5
Missouri	1.3	1.3	1.3	0.2	0.1	*
Montana	1.7	1.7	*	0.1	0.1	1.7
Nebraska	1.9	1.9	1.5	0.4	0.2	0.3
Nevada	1.6	1.6	0.7	1.1	0.3	0.5
New Hampshire	0.2	0.2	0.1	0.1	0.1	*
New Jersey	2.9	2.9	2.2	2.1	0.3	*
New Mexico	2.0	2.0	0.7	2.1	0.4	1.5
New York	2.2	2.2	1.5	1.6	1.3	*
North Carolina	1.6	1.6	1.6	0.1	0.1	0.2
North Dakota	1.2	1.2	0.1	0.1	0.1	1.2
Ohio	1.5	1.5	1.4	0.4	0.1	0.2
Oklahoma	1.6	1.6	1.4	0.2	0.1	0.8
Oregon	0.8	0.8	0.3	0.5	0.3	0.3
Pennsylvania	1.6	1.6	1.4	0.7	0.2	0.2
Rhode Island	2.1	2.1	1.0	1.0	0.4	*
South Carolina	1.6	1.6	1.6	*	0.1	*
South Dakota	1.5	1.5	0.1	0.1	0.1	1.5
Tennessee	1.2	1.2	1.2	*	*	*
Texas	1.5	1.5	0.9	1.5	0.2	*
Utah	0.5	0.5	0.1	0.4	0.2	0.2
Vermont	0.9	0.9	0.0	*	0.1	0.9
Virginia	1.7	1.7	1.7	0.3	0.4	*
Washington	1.2	1.2	0.4	1.0	0.5	0.4
West Virginia	0.6	0.6	0.6	*	*	*
Wisconsin	1.2	1.2	1.0	0.4	0.5	0.5
Wyoming	1.0	1.0	0.2	0.7	0.1	0.8

* Less than 0.5%

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire)

Table B.1.4

Standard Errors for Percentage of Public School Students Who Are Minority by Community Type, by State: 1990-91

	Central City	Urban Fringe/Large Town	Rural/Small Town
NATION	**0.9**	**0.7**	**0.4**
Alabama	3.9	3.6	2.6
Alaska	--	--	3.0
Arizona	2.9	3.9	4.0
Arkansas	--	--	1.8
California	3.0	2.8	5.9
Colorado	2.9	2.3	2.6
Connecticut	4.4	2.9	0.5
Deleware	--	--	2.1
Dist. Columbia	1.9	--	--
Florida	3.9	2.7	1.8
Georgia	5.1	5.9	2.0
Hawaii	--	1.1	--
Idaho	--	2.0	1.1
Illinois	4.0	3.2	1.8
Indiana	4.9	3.0	0.3
Iowa	--	--	0.2
Kansas	--	--	1.1
Kentucky	--	1.6	0.5
Louisiana	4.6	6.3	2.4
Maine	--	--	0.8
Maryland	5.5	2.9	2.2
Massachusetts	3.8	1.4	0.9
Michigan	6.6	2.0	0.8
Minnesota	--	1.6	0.3
Mississippi	--	4.5	2.1
Missouri	--	2.6	0.9
Montana	--	--	2.2
Nebraska	--	--	0.7
Nevada	2.1	--	1.5
New Hampshire	--	--	0.2
New Jersey	--	4.0	4.0
New Mexico	4.0	3.7	3.0
New York	4.1	2.2	0.8
North Carolina	3.2	4.8	2.3
North Dakota	--	--	1.8
Ohio	5.0	2.4	0.4
Oklahoma	4.0	--	1.7
Oregon	--	1.4	1.1
Pennsylvania	6.0	3.0	0.6
Rhode Island	--	2.6	--
South Carolina	3.8	3.3	2.2
South Dakota	--	--	1.9
Tennessee	4.6	3.4	1.2
Texas	2.4	3.1	2.1
Utah	1.9	0.5	1.0
Vermont	--	--	1.0
Virginia	3.6	2.3	2.4
Washington	2.1	1.1	2.5
West Virginia	--	--	0.9
Wisconsin	3.5	--	0.9
Wyoming	--	--	1.2

-- Too few sample cases for a reliable estimate.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

Table B.1.5

Standard Errors for Average Size of Public Elementary, Middle, and High Schools, by State: 1990-91

	Elementary Schools	Middle Schools	High Schools
NATION	4	13	13
Alabama	31	--	34
Alaska	27	--	15
Arizona	27	45	105
Arkansas	23	--	24
California	18	90	95
Colorado	22	--	38
Connecticut	20	--	63
Delaware	46	--	--
Dist. Columbia	14	--	--
Florida	28	53	115
Georgia	27	--	45
Hawaii	19	--	--
Idaho	30	--	35
Illinois	23	53	57
Indiana	20	--	35
Iowa	15	49	19
Kansas	18	--	35
Kentucky	29	--	43
Louisiana	26	51	48
Maine	26	31	28
Maryland	23	--	53
Massachusetts	28	57	86
Michigan	23	--	47
Minnesota	21	--	49
Mississippi	33	--	24
Missouri	22	--	25
Montana	18	--	27
Nebraska	13	--	23
Nevada	34	--	106
New Hampshire	18	--	64
New Jersey	22	--	69
New Mexico	21	--	53
New York	18	--	54
North Carolina	26	45	40
North Dakota	15	--	16
Ohio	22	42	55
Oklahoma	18	--	31
Oregon	23	--	31
Pennsylvania	22	--	50
Rhode Island	15	--	--
South Carolina	40	--	39
South Dakota	24	13	14
Tennessee	31	--	42
Texas	20	40	50
Utah	22	--	97
Vermont	15	--	--
Virginia	34	--	49
Washington	13	--	58
West Virginia	18	--	33
Wisconsin	21	--	38
Wyoming	26	--	39

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionaire).

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Table B.1.6

Standard Errors for Public School Student/Teacher Ratio, by State: 1990-91

	Student/Teacher Ratio
NATION	**0.07**
Alabama	0.30
Alaska	0.70
Arizona	0.35
Arkansas	0.31
California	0.41
Colorado	0.35
Connecticut	0.36
Delaware	0.40
Dist. Columbia	0.50
Florida	0.28
Georgia	0.32
Hawaii	0.35
Idaho	0.32
Illinois	0.38
Indiana	0.28
Iowa	0.33
Kansas	0.36
Kentucky	0.32
Louisiana	0.32
Maine	0.36
Maryland	0.40
Massachusetts	0.34
Michigan	0.64
Minnesota	0.32
Mississippi	0.26
Missouri	0.29
Montana	0.46
Nebraska	0.37
Nevada	0.58
New Hampshire	0.33
New Jersey	0.39
New Mexico	0.48
New York	0.35
North Carolina	0.25
North Dakota	0.55
Ohio	0.34
Oklahoma	0.28
Oregon	0.37
Pennsylvania	0.29
Rhode Island	0.29
South Carolina	0.26
South Dakota	0.56
Tennessee	0.32
Texas	0.16
Utah	0.49
Vermont	0.35
Virginia	0.37
Washington	1.38
West Virginia	0.36
Wisconsin	0.33
Wyoming	0.42

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

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Table B.1.7

Standard Errors for Percentage of Minority Students, Teachers, and Principals in Public Schools, by State: 1990-91

	Minority Students	Minority Teachers	Minority Principals
NATION	**0.4**	**0.3**	**0.5**
Alabama	1.8	1.9	3.0
Alaska	1.7	1.3	1.3
Arizona	1.9	1.4	3.4
Arkansas	2.1	1.4	2.0
California	2.2	1.7	3.2
Colorado	1.5	1.2	2.1
Connecticut	2.0	1.4	1.7
Delaware	1.4	1.9	4.0
Dist. Columbia	1.9	2.4	2.7
Florida	1.6	1.5	3.0
Georgia	1.9	1.9	3.6
Hawaii	1.4	2.0	3.1
Idaho	0.7	0.5	--
Illinois	2.1	1.6	2.6
Indiana	1.7	0.8	2.3
Iowa	1.1	0.6	1.6
Kansas	1.1	0.7	1.1
Kentucky	0.6	0.7	3.0
Louisiana	2.0	1.9	3.9
Maine	0.7	0.6	--
Maryland	2.5	2.7	3.7
Massachusetts	2.0	0.9	2.7
Michigan	2.5	1.3	2.5
Minnesota	0.7	0.7	1.3
Mississippi	1.6	2.0	3.0
Missouri	1.3	1.2	2.0
Montana	1.7	1.6	--
Nebraska	1.9	0.7	1.6
Nevada	1.6	1.2	3.6
New Hampshire	0.2	0.6	0.0
New Jersey	2.9	1.5	2.2
New Mexico	2.0	2.1	5.0
New York	2.2	1.6	1.7
North Carolina	1.6	1.9	3.3
North Dakota	1.2	0.9	1.1
Ohio	1.5	1.6	2.8
Oklahoma	1.6	1.2	2.7
Oregon	0.8	0.7	2.8
Pennsylvania	1.6	0.8	1.9
Rhode Island	2.1	0.7	--
South Carolina	1.6	2.0	3.5
South Dakota	1.5	0.6	1.2
Tennessee	1.2	1.5	1.8
Texas	1.5	1.1	2.8
Utah	0.5	0.7	1.7
Vermont	0.9	0.8	--
Virginia	1.7	1.7	2.6
Washington	1.2	0.7	2.4
West Virginia	0.6	1.4	0.0
Wisconsin	1.2	0.4	1.4
Wyoming	1.0	1.1	--

-- Too few cases for a reliable estimate.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

Table B.1.8

Standard Errors for Percentage of Public Elementary and Secondary Schools Providing and Students Receiving Chapter 1 Services, by State: 1990-91

	Elementary Schools	Elementary Students	Secondary Schools	Secondary Students
NATION	0.9	0.5	1.3	0.7
Alabama	5.5	2.8	6.0	--
Alaska	5.7	--	--	--
Arizona	5.1	3.3	5.7	2.2
Arkansas	2.0	2.8	6.6	2.1
California	5.3	3.2	6.2	4.2
Colorado	6.0	1.1	6.1	--
Connecticut	6.0	2.1	7.0	1.0
Delaware	5.6	--	--	--
Dist. Columbia	6.6	5.0	--	--
Florida	4.9	3.5	8.9	--
Georgia	5.1	1.8	4.9	--
Hawaii	5.5	--	--	--
Idaho	4.6	0.9	6.0	--
Illinois	5.3	1.3	6.2	1.9
Indiana	4.9	1.7	5.9	--
Iowa	3.6	4.2	5.1	--
Kansas	3.9	1.1	7.1	--
Kentucky	2.7	6.5	5.8	6.7
Louisiana	5.5	2.3	5.7	--
Maine	3.0	1.9	6.1	--
Maryland	5.6	3.2	6.1	--
Massachusetts	5.7	1.4	7.9	1.4
Michigan	7.5	2.4	8.1	11.8
Minnesota	3.7	1.2	7.0	--
Mississippi	4.0	3.4	6.3	3.0
Missouri	5.2	2.3	6.0	1.7
Montana	7.4	0.7	5.2	0.9
Nebraska	6.8	1.6	5.3	--
Nevada	6.7	--	--	--
New Hampshire	2.0	2.7	--	--
New Jersey	6.5	2.6	5.6	3.6
New Mexico	5.8	3.5	8.4	--
New York	4.8	1.4	5.3	2.0
North Carolina	5.1	3.0	5.8	--
North Dakota	6.3	1.3	4.5	1.5
Ohio	3.2	2.5	4.8	1.0
Oklahoma	3.1	1.1	5.3	6.0
Oregon	6.1	0.9	7.7	--
Pennsylvania	4.0	1.7	5.6	4.3
Rhode Island	5.7	1.5	--	--
South Carolina	6.4	4.8	4.6	--
South Dakota	5.8	2.7	6.2	3.6
Tennessee	3.1	3.7	6.1	--
Texas	4.0	2.2	6.9	4.2
Utah	5.1	2.1	8.0	--
Vermont	1.0	0.7	--	--
Virginia	5.7	2.5	4.8	--
Washington	7.1	1.4	6.3	3.6
West Virginia	5.9	3.2	6.8	--
Wisconsin	4.3	1.8	6.0	--
Wyoming	7.4	1.6	--	--

– Too few cases for a reliable estimate

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

Table B.1.9

Standard Errors for Percentage of Elementary and Secondary Schools and Students Participating in Free or Reduced Price Lunch Programs, by State: 1990-91

	Elementary Schools	Elementary Students	Secondary Schools	Secondary Students
NATION	**0.3**	**0.4**	**0.8**	**0.5**
Alabama	1.3	3.0	2.3	2.4
Alaska	5.1	1.6	--	--
Arizona	2.3	2.8	4.2	3.3
Arkansas	0.0	1.9	0.8	3.1
California	1.1	1.8	6.2	2.0
Colorado	0.0	2.0	4.0	1.8
Connecticut	2.8	1.9	4.3	2.0
Delaware	2.6	2.2	--	--
Dist. Columbia	0.0	4.9	--	--
Florida	0.0	2.2	4.4	5.0
Georgia	0.0	2.0	0.0	2.0
Hawaii	0.0	2.5	--	--
Idaho	3.6	1.7	2.5	3.2
Illinois	1.8	2.6	0.9	2.9
Indiana	0.0	2.5	1.6	1.9
Iowa	0.0	1.9	4.9	2.4
Kansas	0.0	1.9	0.0	2.3
Kentucky	0.0	3.7	1.6	3.5
Louisiana	2.7	2.9	5.0	3.6
Maine	0.0	2.2	5.7	2.6
Maryland	1.3	2.9	1.6	1.9
Massachusetts	1.1	1.7	1.5	1.6
Michigan	4.4	2.8	5.3	2.9
Minnesota	0.0	2.0	1.2	1.8
Mississippi	0.0	2.0	2.5	2.6
Missouri	0.0	1.7	2.7	2.4
Montana	6.0	4.6	1.4	3.3
Nebraska	6.8	2.5	1.4	2.5
Nevada	6.5	2.3	5.6	--
New Hampshire	2.6	1.8	0.0	2.4
New Jersey	3.1	2.1	3.4	1.9
New Mexico	1.4	2.6	3.1	2.3
New York	3.5	2.8	6.8	2.6
North Carolina	0.0	2.0	0.6	2.5
North Dakota	5.1	2.7	2.7	2.4
Ohio	0.0	2.5	2.4	1.6
Oklahoma	0.8	2.1	2.3	3.9
Oregon	4.4	1.6	3.6	1.5
Pennsylvania	0.8	2.0	2.5	1.2
Rhode Island	0.0	1.5	--	--
South Carolina	0.0	2.2	3.0	2.8
South Dakota	4.4	3.1	1.1	2.6
Tennessee	0.0	2.1	2.5	2.2
Texas	0.4	1.7	0.7	2.4
Utah	0.0	1.8	3.4	5.9
Vermont	4.3	2.2	--	--
Virginia	0.0	2.0	2.3	1.7
Washington	0.2	3.2	4.8	3.1
West Virginia	0.0	2.2	4.1	2.8
Wisconsin	0.8	2.7	3.6	2.3
Wyoming	6.0	1.7	2.9	4.1

-- Too few sample cases for a reliable estimate.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Questionnaire).

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Table B.2.1

Standard Errors for Percentage of Public Schools With Different Proportions of Minority Teachers and Percentage With Minority Principal, by State: 1990-91

	< 1% Minority Teachers	1-9% Minority Teachers	10-29% Minority Teachers	≥ 30% Minority Teachers	% With Minority Principal
NATION	**0.6**	**0.5**	**0.5**	**0.4**	**0.5**
Alabama	2.4	2.7	3.8	3.2	2.8
Alaska	5.3	3.8	3.1	2.2	1.2
Arizona	4.5	3.7	4.6	2.8	3.3
Arkansas	3.6	2.9	2.7	2.6	2.1
California	3.4	2.7	3.5	2.5	3.3
Colorado	4.0	3.4	4.2	1.6	2.2
Connecticut	4.4	4.2	3.1	2.1	1.5
Delaware	5.4	6.8	6.5	--	3.9
Dist. Columbia	0.0	0.0	0.0	0.0	2.5
Florida	1.5	2.3	3.5	2.7	2.9
Georgia	3.2	3.5	3.8	2.6	3.4
Hawaii	--	--	0.0	1.8	3.1
Idaho	3.8	3.7	1.4	0.0	--
Illinois	3.4	3.1	2.3	1.2	2.6
Indiana	3.4	4.2	2.1	2.1	2.3
Iowa	2.7	2.6	--	0.0	1.9
Kansas	3.6	3.2	2.5	1.3	1.1
Kentucky	4.4	4.3	1.2	1.2	3.0
Louisiana	1.6	2.8	3.2	2.9	3.8
Maine	3.8	2.2	3.2	--	--
Maryland	2.4	3.0	3.3	3.0	3.8
Massachusetts	5.1	4.0	2.8	1.0	2.6
Michigan	2.9	2.7	1.8	2.5	2.7
Minnesota	2.7	2.5	1.9	--	1.2
Mississippi	1.6	2.6	3.6	3.1	3.0
Missouri	2.9	2.9	1.7	1.7	2.0
Montana	3.8	2.9	1.7	1.5	--
Nebraska	1.9	1.8	1.1	--	1.6
Nevada	3.3	4.3	3.7	1.8	3.4
New Hampshire	2.8	2.8	0.0	0.0	0.0
New Jersey	3.8	3.2	3.9	1.7	2.3
New Mexico	3.2	2.8	3.9	4.1	4.9
New York	4.5	4.2	3.3	3.0	1.8
North Carolina	2.4	4.0	3.1	3.5	3.4
North Dakota	2.5	1.2	1.4	1.8	1.1
Ohio	4.5	3.4	2.7	1.7	2.9
Oklahoma	3.3	2.7	2.9	1.5	2.6
Oregon	5.7	5.2	3.0	1.4	2.7
Pennsylvania	3.9	3.5	2.5	1.1	2.2
Rhode Island	4.1	3.9	2.0	--	--
South Carolina	1.8	3.8	3.8	3.3	3.6
South Dakota	2.8	1.3	1.7	1.4	1.2
Tennessee	3.8	4.4	3.2	2.4	1.8
Texas	2.0	2.4	2.3	1.9	2.9
Utah	3.4	3.4	2.1	--	1.7
Vermont	2.8	2.8	0.0	0.0	--
Virginia	4.5	4.2	3.2	2.9	2.6
Washington	3.9	3.8	2.5	1.4	2.3
West Virginia	3.4	3.3	2.7	--	0.0
Wisconsin	3.0	2.5	1.8	1.1	1.4
Wyoming	3.8	3.9	1.4	0.0	--

-- Too few cases for a reliable estimate.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher and Administrator Questionnaires).

Table B.2.2

Standard Errors for Percentage of K-6 Public School Teachers Who Are Female or Minority, by State: 1990-91

	Minority	Female
NATION	**0.4**	**0.3**
Alabama	2.5	1.3
Alaska	1.5	2.3
Arizona	2.1	1.8
Arkansas	1.8	1.9
California	1.7	1.8
Colorado	1.8	2.3
Connecticut	2.1	2.4
Delaware	2.9	2.5
Dist. Columbia	3.9	2.9
Florida	1.9	1.7
Georgia	2.7	1.7
Hawaii	2.5	1.7
Idaho	0.9	2.2
Illinois	2.0	2.3
Indiana	1.2	1.8
Iowa	0.9	3.3
Kansas	1.0	1.6
Kentucky	1.0	2.1
Louisiana	2.3	1.9
Maine	0.9	2.2
Maryland	4.1	2.7
Massachusetts	1.2	2.2
Michigan	2.1	2.4
Minnesota	0.8	2.0
Mississippi	2.7	1.1
Missouri	1.7	1.7
Montana	2.3	2.4
Nebraska	1.1	2.2
Nevada	1.5	2.4
New Hampshire	0.9	2.1
New Jersey	1.9	2.2
New Mexico	2.6	2.8
New York	2.5	1.6
North Carolina	2.6	2.1
North Dakota	1.4	1.6
Ohio	2.4	2.2
Oklahoma	1.6	1.5
Oregon	1.1	2.6
Pennsylvania	1.4	2.7
Rhode Island	1.1	2.5
South Carolina	2.9	1.7
South Dakota	0.9	1.6
Tennessee	2.4	2.2
Texas	1.5	1.4
Utah	1.0	2.4
Vermont	0.4	2.2
Virginia	2.0	2.1
Washington	1.0	2.5
West Virginia	1.9	2.1
Wisconsin	0.6	2.9
Wyoming	1.2	2.7

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Table B.2.3

Standard Errors for Percentage of Public Elementary School Teachers by Age, by State: 1990-91

	Age < 30	Age 30-49	Age 50-54	Age 55 +
NATION	**0.4**	**0.5**	**0.3**	**0.4**
Alabama	2.2	3.4	1.5	1.7
Alaska	1.6	2.5	2.2	1.4
Arizona	1.8	2.7	2.1	1.9
Arkansas	2.1	3.9	1.9	2.1
California	2.0	2.6	1.9	2.0
Colorado	1.7	2.7	2.0	1.4
Connecticut	2.0	2.8	2.3	2.5
Delaware	2.2	4.5	2.5	3.7
Dist. Columbia	2.2	4.5	3.1	3.4
Florida	2.2	3.2	1.7	2.1
Georgia	1.8	2.7	1.5	1.9
Hawaii	2.5	3.8	2.7	1.0
Idaho	1.7	2.6	1.9	2.3
Illinois	1.8	2.3	2.4	2.0
Indiana	1.8	2.8	2.1	1.7
Iowa	2.2	3.2	3.1	3.0
Kansas	2.7	2.9	2.0	1.9
Kentucky	3.1	4.7	1.4	2.6
Louisiana	2.4	2.5	1.5	1.6
Maine	1.7	2.4	1.6	2.2
Maryland	2.5	3.6	2.6	2.2
Massachusetts	1.5	3.2	2.4	2.2
Michigan	2.2	3.7	2.3	2.6
Minnesota	1.7	3.3	2.1	2.3
Mississippi	1.8	3.3	1.7	1.9
Missouri	2.6	4.1	2.0	2.4
Montana	1.6	2.5	1.5	1.4
Nebraska	2.1	3.2	1.9	2.0
Nevada	2.0	2.2	1.5	1.8
New Hampshire	2.1	2.7	1.7	1.9
New Jersey	1.6	2.8	1.7	1.9
New Mexico	2.3	4.1	2.4	1.8
New York	1.7	3.6	2.5	2.6
North Carolina	1.7	2.6	1.8	1.7
North Dakota	2.0	2.5	1.3	1.5
Ohio	1.9	3.5	2.3	1.9
Oklahoma	1.8	2.5	1.6	1.4
Oregon	1.8	2.5	1.6	1.5
Pennsylvania	1.8	2.7	1.4	2.0
Rhode Island	2.1	2.7	1.5	1.8
South Carolina	3.2	3.4	1.7	2.6
South Dakota	2.1	3.1	1.5	1.7
Tennessee	1.7	3.0	2.7	2.7
Texas	1.7	2.2	1.6	1.2
Utah	1.9	2.9	2.4	1.8
Vermont	2.2	2.8	1.3	1.8
Virginia	2.7	3.0	2.4	2.0
Washington	1.7	2.4	1.9	1.8
West Virginia	2.0	2.0	1.3	1.6
Wisconsin	1.7	3.7	2.2	2.7
Wyoming	1.0	2.4	1.8	2.1

Source United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire)

Table B.2.4

Standard Errors for Percentage of Public Secondary School Teachers by Age, by State: 1990-91

	Age < 30	Age 30-49	Age 50-54	Age 55 +
NATION	**0.3**	**0.4**	**0.3**	**0.3**
Alabama	1.2	2.2	1.2	1.7
Alaska	1.7	3.3	1.8	1.5
Arizona	1.5	2.2	1.3	1.0
Arkansas	2.1	2.0	1.4	1.7
California	0.8	2.2	1.2	1.5
Colorado	1.0	1.7	1.8	1.5
Connecticut	0.9	2.4	2.1	1.8
Delaware	1.9	4.0	3.8	3.1
Dist. Columbia	--	7.4	4.9	5.3
Florida	1.3	2.1	1.4	1.7
Georgia	1.4	2.2	1.2	1.6
Hawaii	1.7	2.4	2.3	2.4
Idaho	1.5	1.7	1.4	1.3
Illinois	1.5	1.9	1.5	1.4
Indiana	1.3	1.4	1.2	1.3
Iowa	1.2	2.1	1.5	1.3
Kansas	1.7	2.6	1.6	1.6
Kentucky	1.3	1.9	1.4	1.3
Louisiana	1.3	2.7	1.8	1.6
Maine	1.2	2.4	1.6	1.1
Maryland	1.9	2.6	2.4	1.4
Massachusetts	1.1	2.5	1.7	1.7
Michigan	1.4	3.0	1.9	1.5
Minnesota	1.2	2.3	2.0	1.5
Mississippi	1.2	1.7	1.3	1.1
Missouri	1.5	2.2	1.6	1.6
Montana	1.8	2.3	1.7	1.2
Nebraska	1.5	2.2	1.2	0.8
Nevada	2.0	3.4	2.1	2.6
New Hampshire	1.5	2.4	1.7	1.9
New Jersey	0.7	2.2	1.8	1.3
New Mexico	1.5	2.4	1.6	1.4
New York	1.6	2.3	1.5	1.5
North Carolina	1.8	2.1	1.3	1.5
North Dakota	1.3	2.7	1.3	1.9
Ohio	1.4	2.0	1.3	1.0
Oklahoma	1.3	2.7	2.1	1.4
Oregon	1.4	2.1	1.5	1.2
Pennsylvania	1.2	2.3	1.4	1.7
Rhode Island	1.6	3.0	2.1	2.3
South Carolina	1.3	2.3	2.1	1.2
South Dakota	1.8	2.4	1.0	1.5
Tennessee	1.2	2.1	1.6	1.5
Texas	1.3	1.7	1.1	1.0
Utah	1.4	2.3	1.5	1.5
Vermont	1.4	3.4	1.6	2.5
Virginia	1.2	2.3	1.2	1.4
Washington	1.3	2.2	1.7	1.4
West Virginia	1.4	1.7	1.1	1.2
Wisconsin	1.1	1.9	1.5	1.2
Wyoming	1.9	2.5	1.2	1.6

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Table B.2.5

Standard Errors for Percentage of Grades 9-12 Public School Science and Mathematics Teachers Who Are Female or Minority, by State: 1990-91

	Female Science Teachers	Minority Science Teachers	Female Mathematics Teachers	Minority Mathematics Teachers
NATION	**1.5**	**0.9**	**1.5**	**1.7**
Alabama	4.8	4.7	5.9	4.7
Alaska	7.6	4.5	6.9	1.8
Arizona	7.6	3.5	7.3	4.1
Arkansas	8.6	6.7	9.0	3.0
California	7.3	6.1	6.8	8.2
Colorado	5.3	2.7	5.5	1.3
Connecticut	8.9	2.8	8.2	•
Delaware	--	--	--	--
Dist. Columbia	--	--	--	--
Florida	8.4	7.3	7.4	3.8
Georgia	9.1	5.5	7.2	5.2
Hawaii	--	--	--	--
Idaho	5.5	•	4.3	1.9
Illinois	7.8	0.7	6.6	3.4
Indiana	4.0	2.3	6.3	2.1
Iowa	8.6	•	7.0	•
Kansas	8.0	•	6.7	0.0
Kentucky	7.3	•	4.8	1.9
Louisiana	6.7	7.1	6.2	7.4
Maine	5.6	0.0	3.8	•
Maryland	11.2	5.8	8.3	5.5
Massachusetts	6.0	1.0	6.3	2.5
Michigan	5.6	•	5.5	•
Minnesota	4.8	0.0	5.4	•
Mississippi	6.1	6.7	5.9	5.9
Missouri	7.0	•	6.8	•
Montana	4.0	•	6.1	•
Nebraska	5.1	•	8.7	0.0
Nevada	--	--	11.8	9.5
New Hampshire	--	--	--	--
New Jersey	7.0	3.6	8.0	3.3
New Mexico	6.4	10.7	9.9	6.8
New York	7.4	1.9	7.1	3.4
North Carolina	6.3	5.4	7.1	5.0
North Dakota	4.4	0.0	4.9	•
Ohio	7.9	0.0	7.2	0.0
Oklahoma	5.1	2.6	6.5	4.8
Oregon	6.0	•	5.6	1.9
Pennsylvania	5.6	•	7.9	•
Rhode Island	--	--	--	--
South Carolina	4.5	6.9	6.2	3.6
South Dakota	5.2	•	4.4	0.0
Tennessee	6.9	3.8	7.5	2.9
Texas	4.7	4.2	5.6	4.2
Utah	6.7	•	5.0	2.4
Vermont	--	--	--	--
Virginia	9.3	•	6.6	5.9
Washington	5.1	3.1	6.8	1.8
West Virginia	8.2	•	6.5	•
Wisconsin	4.5	•	8.3	•
Wyoming	6.1	•	7.4	•

• < 0.5%.

-- Too few sample cases for a reliable estimate.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Table B.2.6

Standard Errors for Percentage of Public School Teachers Who Are Newly Hired and Percentage Who Are First-Time Teachers, by State: 1990-91

	Newly Hired	Newly Hired Who are First-Time
NATION	**0.2**	**1.1**
Alabama	1.0	6.5
Alaska	1.7	5.6
Arizona	1.0	6.2
Arkansas	1.1	6.1
California	1.0	5.0
Colorado	1.0	6.1
Connecticut	1.2	8.1
Delaware	1.1	--
Dist. Columbia	1.0	--
Florida	0.9	6.2
Georgia	1.3	4.8
Hawaii	1.7	7.4
Idaho	1.3	4.5
Illinois	1.1	7.1
Indiana	0.8	5.7
Iowa	0.9	6.8
Kansas	1.1	6.0
Kentucky	1.0	8.1
Louisiana	1.3	6.1
Maine	1.2	6.9
Maryland	1.3	8.8
Massachusetts	0.5	8.8
Michigan	0.8	9.6
Minnesota	1.0	9.4
Mississippi	1.0	6.2
Missouri	1.5	7.4
Montana	1.0	6.1
Nebraska	1.1	7.5
Nevada	1.7	6.8
New Hampshire	1.3	9.1
New Jersey	0.7	7.8
New Mexico	1.3	6.2
New York	0.8	7.4
North Carolina	1.0	6.7
North Dakota	0.9	4.4
Ohio	0.7	7.3
Oklahoma	1.2	4.9
Oregon	1.2	7.6
Pennsylvania	0.8	7.7
Rhode Island	1.8	8.8
South Carolina	1.2	6.4
South Dakota	1.3	5.4
Tennessee	0.8	7.5
Texas	1.0	3.2
Utah	1.1	6.0
Vermont	1.1	5.6
Virginia	1.0	5.1
Washington	1.0	6.4
West Virginia	0.9	9.0
Wisconsin	1.0	5.5
Wyoming	1.3	6.0

-- Too few cases for a reliable estimate.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Table B.2.7

Standard Errors for Percentage of Public School Teachers by Their Plans to Remain in Teaching, by State: 1990-91

	Plan to Stay While Able	Plan to Stay Until Retire	Probably Will Continue	Plan to Leave	Undecided
NATION	**0.3**	**0.3**	**0.2**	**0.1**	**0.2**
Alabama	2.0	2.1	0.9	0.6	1.6
Alaska	1.9	1.7	1.2	0.6	1.6
Arizona	2.0	1.9	1.2	0.6	1.2
Arkansas	2.3	1.9	1.4	0.9	1.4
California	1.9	1.4	0.8	0.5	1.0
Colorado	2.0	1.4	0.9	0.6	1.5
Connecticut	1.7	1.5	1.2	0.6	1.4
Delaware	3.0	4.1	2.6	1.3	1.8
Dist. Columbia	3.4	3.2	1.9	1.5	2.7
Florida	1.6	1.5	1.1	0.6	1.0
Georgia	2.0	1.8	1.3	0.9	1.6
Hawaii	2.6	2.4	1.8	0.5	1.2
Idaho	1.7	1.5	1.2	0.6	1.2
Illinois	1.8	1.9	1.4	0.5	1.2
Indiana	2.0	2.3	1.1	0.5	1.3
Iowa	2.0	2.2	1.4	0.5	1.2
Kansas	2.4	1.9	1.3	0.8	1.6
Kentucky	2.0	2.1	1.1	0.5	1.3
Louisiana	1.8	2.0	1.0	1.0	1.7
Maine	2.4	2.3	1.3	0.6	1.8
Maryland	2.5	3.1	0.9	1.0	1.5
Massachusetts	2.2	2.4	1.0	0.7	1.5
Michigan	1.6	2.1	1.0	0.7	1.2
Minnesota	2.0	2.6	1.0	0.6	1.9
Mississippi	1.6	1.8	0.8	0.6	0.9
Missouri	1.9	1.7	1.2	0.7	1.3
Montana	2.4	1.9	1.3	0.7	1.3
Nebraska	1.8	1.7	1.3	0.6	1.6
Nevada	2.5	2.5	1.5	0.6	1.8
New Hampshire	2.4	2.4	1.5	0.8	1.4
New Jersey	1.8	1.9	1.1	0.6	1.2
New Mexico	2.0	2.1	1.3	0.7	1.8
New York	2.1	1.9	0.9	0.9	1.4
North Carolina	1.7	2.1	1.1	0.9	1.6
North Dakota	1.3	1.5	1.2	0.5	1.0
Ohio	2.2	2.5	1.0	0.5	1.0
Oklahoma	1.5	1.5	1.1	0.5	1.2
Oregon	1.8	2.2	1.4	0.7	1.4
Pennsylvania	2.2	1.7	0.7	0.7	1.0
Rhode Island	3.0	2.8	1.2	0.6	1.1
South Carolina	2.3	2.2	1.4	0.5	1.2
South Dakota	1.9	2.4	1.2	0.4	1.4
Tennessee	1.7	2.2	1.2	0.5	1.5
Texas	1.2	1.4	1.0	0.5	1.0
Utah	1.9	1.5	1.4	0.8	1.2
Vermont	2.7	2.2	1.7	0.5	1.2
Virginia	2.3	2.4	1.1	0.6	1.4
Washington	1.6	1.8	1.1	0.7	1.0
West Virginia	2.0	2.1	1.3	0.5	1.3
Wisconsin	2.5	2.2	1.0	0.8	1.0
Wyoming	2.3	2.1	1.3	0.7	1.1

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire)

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Table B.2.8

Standard Errors for Percentage of Public School Principals by Their Plans to Remain as Principals, by State: 1990-91

	Plan to Stay While Able	Plan to Stay Until Retire	Probably Will Continue	Plan to Leave	Undecided
NATION	**0.7**	**0.7**	**0.5**	**0.2**	**0.6**
Alabama	3.4	4.1	2.3	--	3.7
Alaska	4.8	4.0	3.2	2.1	4.5
Arizona	3.7	3.6	2.8	--	3.7
Arkansas	3.4	3.5	3.5	1.6	3.3
California	3.2	3.7	2.6	0.6	2.8
Colorado	3.8	4.6	2.0	--	3.7
Connecticut	3.7	4.6	2.7	0.6	3.2
Delaware	6.7	5.0	6.5	--	3.7
Dist. Columbia	6.5	5.6	4.3	3.4	5.0
Florida	3.6	3.0	2.7	0.7	2.2
Georgia	4.1	4.9	3.3	--	4.1
Hawaii	5.1	4.6	4.7	--	3.9
Idaho	4.0	4.0	4.0	1.6	2.5
Illinois	3.9	5.0	1.6	2.1	3.9
Indiana	3.6	4.4	2.8	1.8	3.4
Iowa	4.1	4.7	2.5	1.4	3.0
Kansas	4.0	4.9	3.8	1.2	2.9
Kentucky	4.7	5.2	3.2	1.4	5.0
Louisiana	4.2	3.9	3.2	1.3	3.5
Maine	4.6	4.1	3.2	2.7	3.9
Maryland	4.0	4.8	2.9	0.0	3.7
Massachusetts	4.2	5.0	4.0	1.4	2.8
Michigan	4.5	3.8	2.3	1.6	3.3
Minnesota	4.1	4.1	2.6	0.6	2.4
Mississippi	2.9	3.2	2.7	0.6	3.3
Missouri	3.8	3.7	2.4	1.2	3.1
Montana	4.7	3.6	3.0	0.7	3.9
Nebraska	5.2	4.5	3.7	--	3.7
Nevada	4.6	5.1	3.5	--	4.2
New Hampshire	4.8	3.4	2.9	2.2	4.7
New Jersey	4.4	4.4	4.0	2.2	3.4
New Mexico	4.2	4.2	3.9	1.7	4.3
New York	4.6	3.5	2.7	1.0	4.2
North Carolina	3.7	4.2	2.7	--	4.0
North Dakota	2.9	3.9	3.2	1.2	3.2
Ohio	4.1	3.8	3.6	--	3.1
Oklahoma	2.8	3.2	2.0	0.6	2.2
Oregon	4.6	4.0	3.1	2.0	2.6
Pennsylvania	3.5	3.6	3.3	0.9	3.4
Rhode Island	5.1	4.4	4.0	--	3.6
South Carolina	4.2	3.2	4.2	--	4.2
South Dakota	3.7	4.0	2.7	2.0	3.0
Tennessee	4.6	4.1	2.0	1.7	3.8
Texas	2.8	2.8	2.0	1.0	1.8
Utah	3.4	3.5	3.7	--	2.1
Vermont	5.9	4.1	4.1	--	5.2
Virginia	3.4	4.6	3.1	1.8	2.9
Washington	4.0	4.4	2.6	1.3	3.3
West Virginia	3.2	3.8	4.3	--	4.1
Wisconsin	4.2	4.8	2.4	--	2.6
Wyoming	5.0	4.4	3.9	1.9	4.1

-- Too few cases for a reliable estimate

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Administrator Questionnaire).

Table B.2.9

Standard Errors for Average Salaries of Full-Time Public School Teachers and Principals, by State: 1990-91

	Teacher Average Salary	Principal Average Salary
NATION	**$ 97**	**$ 124**
Alabama	130	378
Alaska	380	666
Arizona	256	1,002
Arkansas	186	503
California	367	657
Colorado	414	499
Connecticut	439	667
Delaware	540	499
Dist. Columbia	744	1,009
Florida	347	471
Georgia	255	608
Hawaii	334	640
Idaho	224	461
Illinois	456	603
Indiana	278	467
Iowa	305	529
Kansas	191	376
Kentucky	263	569
Louisiana	198	478
Maine	222	722
Maryland	362	642
Massachusetts	385	573
Michigan	460	659
Minnesota	552	760
Mississippi	135	318
Missouri	503	488
Montana	304	797
Nebraska	306	1,186
Nevada	423	799
New Hampshire	436	601
New Jersey	426	669
New Mexico	189	435
New York	605	886
North Carolina	202	672
North Dakota	251	675
Ohio	343	549
Oklahoma	191	427
Oregon	304	880
Pennsylvania	355	602
Rhode Island	406	617
South Carolina	205	401
South Dakota	227	360
Tennessee	260	559
Texas	145	300
Utah	188	379
Vermont	312	1,001
Virginia	364	531
Washington	325	497
West Virginia	155	436
Wisconsin	357	506
Wyoming	353	446

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher and Administrator Questionnaires).

Table B.2.10

Standard Errors for Average Salaries of Full-Time Public School Teachers by Years of Teaching Experience, by State: 1990-91

	1-2 Years Exp.	3-9 Years Exp.	10-20 Years Exp.	> 20 Years Exp.
NATION	**$ 124**	**$ 90**	**$ 118**	**$ 162**
Alabama	288	250	195	212
Alaska	443	510	530	513
Arizona	217	341	400	449
Arkansas	199	165	277	357
California	336	410	568	409
Colorado	681	367	442	707
Connecticut	--	671	519	491
Delaware	--	639	695	616
Dist. Columbia	--	1,014	796	785
Florida	301	253	497	543
Georgia	334	301	324	441
Hawaii	265	248	414	330
Idaho	150	265	273	403
Illinois	550	644	487	617
Indiana	453	379	338	282
Iowa	204	281	333	509
Kansas	235	218	301	555
Kentucky	346	245	230	362
Louisiana	237	290	264	434
Maine	181	181	318	453
Maryland	545	435	463	344
Massachusetts	--	662	392	444
Michigan	964	502	657	478
Minnesota	755	408	536	649
Mississippi	161	175	157	204
Missouri	541	586	550	925
Montana	249	248	435	629
Nebraska	394	326	469	719
Nevada	653	462	505	588
New Hampshire	--	484	494	478
New Jersey	1,252	384	579	554
New Mexico	233	222	271	311
New York	479	630	701	812
North Carolina	249	250	200	263
North Dakota	298	209	265	446
Ohio	541	401	446	497
Oklahoma	166	130	242	380
Oregon	299	311	312	380
Pennsylvania	709	445	519	475
Rhode Island	--	754	280	317
South Carolina	361	229	230	377
South Dakota	267	187	310	527
Tennessee	242	288	303	383
Texas	167	138	198	278
Utah	274	242	309	339
Vermont	--	398	337	637
Virginia	463	241	499	603
Washington	319	337	322	268
West Virginia	424	243	170	361
Wisconsin	292	286	534	577
Wyoming	401	324	372	524

-- Too few cases for a reliable estimate.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Table B.2.11

Standard Errors for Percentage of Public School Principals by Sex and Race/Ethnicity, by State: 1990-91

	Female	Native American	Asian	Black	Hispanic	White	Total Minority
NATION	**0.7**	**0.1**	**0.1**	**0.4**	**0.3**	**0.5**	**0.5**
Alabama	3.7	1.1	--	2.8	0.4	2.8	2.8
Alaska	4.9	1.0	0.6	0.9	--	1.2	1.2
Arizona	5.6	0.6	--	0.7	3.1	3.3	3.3
Arkansas	4.2	0.0	0.0	2.1	0.0	2.1	2.1
California	2.6	0.6	1.2	1.6	2.8	3.3	3.3
Colorado	3.6	--	0.0	1.0	1.8	2.2	2.2
Connecticut	4.2	0.0	0.0	1.5	--	1.5	1.5
Delaware	5.3	0.0	--	3.7	0.0	3.9	3.9
Dist. Columbia	5.1	0.0	0.0	3.1	1.9	--	2.5
Florida	3.4	--	0.0	2.6	1.7	2.9	2.9
Georgia	4.4	0.0	--	3.4	--	3.4	3.4
Hawaii	6.0	0.0	3.1	0.0	0.0	3.1	3.1
Idaho	3.4	0.0	--	0.0	0.0	0.7	--
Illinois	3.1	0.0	0.0	2.5	0.3	2.6	2.6
Indiana	4.4	--	0.0	2.2	--	2.3	2.3
Iowa	3.3	--	0.0	1.9	0.0	1.9	1.9
Kansas	3.4	0.0	0.0	1.1	--	1.1	1.1
Kentucky	3.2	--	0.0	2.1	--	3.0	3.0
Louisiana	4.2	0.0	0.0	4.1	0.6	3.8	3.8
Maine	4.5	0.0	0.0	0.0	--	0.5	--
Maryland	5.8	0.0	0.0	3.8	0.0	3.8	3.8
Massachusetts	4.5	0.0	0.0	1.4	2.2	2.6	2.6
Michigan	4.4	--	0.0	2.5	--	2.7	2.7
Minnesota	3.5	0.9	--	0.8	0.0	1.2	1.2
Mississippi	3.4	0.0	0.0	3.0	--	3.0	3.0
Missouri	2.8	1.3	0.0	1.4	--	2.0	2.0
Montana	4.5	--	0.0	0.0	0.0	1.1	--
Nebraska	4.7	--	0.0	1.5	0.0	1.6	1.6
Nevada	3.9	--	--	2.3	2.1	3.4	3.4
New Hampshire	5.6	0.0	0.0	0.0	0.0	0.0	0.0
New Jersey	3.6	0.0	0.0	2.5	--	2.3	2.3
New Mexico	3.4	1.8	0.0	0.0	4.5	4.9	4.9
New York	4.5	--	0.9	1.4	1.4	1.8	1.8
North Carolina	4.7	0.2	0.0	3.4	0.0	3.4	3.4
North Dakota	4.0	0.7	0.0	0.0	--	1.1	1.1
Ohio	4.3	0.0	0.0	2.6	--	2.9	2.9
Oklahoma	3.1	2.2	0.0	1.2	--	2.6	2.6
Oregon	3.7	0.0	0.0	1.3	2.3	2.7	2.7
Pennsylvania	3.4	--	--	1.9	--	2.2	2.2
Rhode Island	3.8	--	0.0	0.0	0.0	0.9	--
South Carolina	4.4	0.0	0.0	3.6	0.0	3.6	3.6
South Dakota	3.7	1.0	0.0	0.0	--	1.2	1.2
Tennessee	4.4	0.0	--	2.0	--	1.8	1.8
Texas	2.1	--	--	1.4	2.1	2.9	2.9
Utah	3.5	--	--	0.0	1.6	1.7	1.7
Vermont	5.5	0.0	0.0	0.0	--	1.1	--
Virginia	4.4	0.0	0.0	2.6	--	2.6	2.6
Washington	5.0	--	1.2	1.0	0.8	2.3	2.3
West Virginia	4.1	0.0	0.0	0.0	0.0	0.0	0.0
Wisconsin	4.2	1.4	0.0	0.7	--	1.4	1.4
Wyoming	2.9	0.0	0.0	0.0	--	0.6	--

-- Too few sample cases for a reliable estimate.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Administrator Questionnaire)

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Table B.3.1

Standard Errors for Percentage of Grades 9-12 Public School Science and Mathematics Teachers With a Major in Field, by State: 1990-91

	Science Main Assignment	Science Main or 2nd Assignment	Mathematics Main Assignment	Mathematics Main or 2nd Assignment
NATION	1.3	1.4	1.5	1.6
Alabama	6.2	6.4	4.9	5.1
Alaska	4.8	6.2	9.8	6.5
Arizona	5.9	6.5	6.0	6.1
Arkansas	6.9	6.6	6.9	6.1
California	7.2	6.8	6.1	6.4
Colorado	3.3	3.9	5.7	5.5
Connecticut	3.9	4.4	8.3	7.7
Delaware	--	--	--	--
Dist. Columbia	--	--	--	--
Florida	9.5	8.9	7.6	7.4
Georgia	5.2	5.7	4.8	5.4
Hawaii	--	--	--	--
Idaho	6.8	6.8	8.2	6.9
Illinois	5.9	5.3	7.2	8.0
Indiana	5.7	5.5	6.2	7.5
Iowa	6.9	8.9	7.2	8.3
Kansas	7.1	7.4	7.7	6.8
Kentucky	6.3	9.2	5.3	5.5
Louisiana	6.6	6.2	6.4	6.4
Maine	4.2	6.4	7.2	6.7
Maryland	5.4	8.8	6.7	7.6
Massachusetts	5.3	5.4	6.5	7.4
Michigan	6.4	7.0	6.9	7.5
Minnesota	4.4	5.4	3.3	3.9
Mississippi	6.2	5.6	4.2	4.4
Missouri	5.0	6.8	6.1	5.6
Montana	6.8	6.3	5.5	5.1
Nebraska	5.4	4.2	4.8	4.6
Nevada	--	--	--	10.0
New Hampshire	--	--	--	--
New Jersey	7.3	7.5	5.5	7.1
New Mexico	9.5	7.4	8.7	9.1
New York	4.4	5.3	6.4	7.2
North Carolina	4.7	5.1	6.6	6.8
North Dakota	5.6	5.0	4.2	4.3
Ohio	7.2	6.6	6.2	5.0
Oklahoma	6.5	6.6	5.5	5.8
Oregon	4.1	5.7	6.9	6.4
Pennsylvania	4.6	5.2	5.8	6.0
Rhode Island	--	--	--	--
South Carolina	7.3	6.6	7.7	8.4
South Dakota	6.0	5.1	3.3	3.8
Tennessee	6.4	6.3	5.6	5.1
Texas	6.1	5.8	5.8	5.4
Utah	7.4	7.9	7.4	5.3
Vermont	--	--	--	--
Virginia	5.7	6.3	6.9	6.8
Washington	5.8	5.2	7.7	7.8
West Virginia	8.1	7.7	6.6	6.4
Wisconsin	6.7	6.1	4.4	6.1
Wyoming	6.6	6.5	5.3	6.9

-- Too few sample cases for a reliable estimate.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Table B.3.2

Standard Errors for Grades 9 - 12 Public School English and Social Studies Teachers With a Major in Field, by State: 1990-91

	English Main Assignment	English Main or 2nd Assignment	Social Studies Main Assignment	Social Studies Main or 2nd Assignment
NATION	**0.9**	**0.9**	**1.0**	**1.1**
Alabama	5.2	5.2	5.3	5.8
Alaska	7.4	6.7	--	6.4
Arizona	6.8	6.8	7.5	8.6
Arkansas	6.6	6.6	7.5	7.5
California	4.5	4.5	6.1	5.9
Colorado	4.0	4.3	5.8	5.8
Connecticut	6.1	7.3	6.8	7.2
Delaware	--	--	--	--
Dist. Columbia	--	--	--	--
Florida	5.3	5.3	5.9	7.0
Georgia	4.6	4.6	3.7	5.5
Hawaii	--	--	--	--
Idaho	5.1	4.9	6.3	5.8
Illinois	5.5	5.5	6.4	7.5
Indiana	4.2	4.3	5.4	6.2
Iowa	5.0	5.0	8.0	8.0
Kansas	6.7	7.6	11.6	10.1
Kentucky	5.8	5.8	2.9	3.4
Louisiana	7.0	7.0	8.3	7.4
Maine	7.4	7.4	6.5	6.0
Maryland	5.8	5.8	8.0	7.6
Massachusetts	4.7	4.7	5.4	5.6
Michigan	5.0	5.0	8.4	7.4
Minnesota	4.0	3.4	4.2	4.6
Mississippi	5.4	5.4	5.9	5.9
Missouri	4.9	4.9	6.2	6.0
Montana	4.5	4.6	5.6	7.2
Nebraska	3.6	3.4	5.7	7.2
Nevada	--	--	--	--
New Hampshire	6.9	6.9	--	--
New Jersey	7.7	7.7	4.8	4.7
New Mexico	7.8	7.7	8.2	8.8
New York	4.5	5.2	4.0	3.8
North Carolina	3.4	4.5	6.6	7.6
North Dakota	4.9	4.9	6.0	6.4
Ohio	5.7	5.7	3.1	3.4
Oklahoma	3.8	3.9	5.8	5.6
Oregon	5.8	5.8	7.2	6.8
Pennsylvania	7.2	7.2	5.2	5.4
Rhode Island	--	--	--	--
South Carolina	2.9	3.2	5.3	5.1
South Dakota	4.9	4.9	8.2	5.8
Tennessee	5.3	5.4	3.9	6.2
Texas	4.7	4.4	4.9	4.9
Utah	5.7	5.7	8.0	6.4
Vermont	--	--	--	--
Virginia	4.3	4.3	5.8	6.1
Washington	5.4	5.9	7.9	9.3
West Virginia	8.2	8.2	6.8	6.8
Wisconsin	5.6	5.6	3.7	5.7
Wyoming	7.2	8.0	--	--

-- Too few sample cases for a reliable estimate.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Table B.3.3

Standard Errors for Percentage of Grades K-8 Public School Teachers With Pre-Elementary or Elementary Education Majors and With Education Beyond a Bachelor's Degree, by State: 1990-91

	Pre-Elementary or Elementary Ed. Major	> B.A./B.S.
NATION	**0.7**	**0.9**
Alabama	0.9	3.6
Alaska	3.2	2.6
Arizona	2.9	3.6
Arkansas	2.2	3.7
California	3.9	2.6
Colorado	3.9	3.8
Connecticut	3.1	3.0
Delaware	3.3	4.5
Dist. Columbia	6.6	6.1
Florida	2.4	2.6
Georgia	3.4	4.2
Hawaii	2.3	3.0
Idaho	2.7	2.3
Illinois	4.3	4.3
Indiana	1.1	2.9
Iowa	2.9	4.8
Kansas	2.1	4.1
Kentucky	2.7	3.5
Louisiana	3.6	3.6
Maine	2.6	3.7
Maryland	2.1	5.0
Massachusetts	3.4	5.1
Michigan	5.2	4.8
Minnesota	2.1	4.3
Mississippi	2.8	4.2
Missouri	2.4	4.0
Montana	2.8	2.8
Nebraska	2.4	3.5
Nevada	2.8	4.9
New Hampshire	3.5	3.9
New Jersey	3.7	4.3
New Mexico	3.9	4.7
New York	4.1	4.0
North Carolina	2.8	4.4
North Dakota	1.5	1.4
Ohio	1.9	3.9
Oklahoma	2.1	3.2
Oregon	2.5	4.0
Pennsylvania	2.1	3.8
Rhode Island	3.6	4.9
South Carolina	2.6	4.5
South Dakota	2.4	2.9
Tennessee	3.8	4.4
Texas	2.1	2.7
Utah	2.5	2.8
Vermont	2.4	2.9
Virginia	3.7	3.9
Washington	3.0	4.4
West Virginia	2.4	4.0
Wisconsin	3.2	4.1
Wyoming	2.0	3.7

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

Table B.3.4

Standard Errors for Average Years of Teaching Experience and Percentage of Public School Teachers by Years of Teaching Experience, by State: 1990-91

	Average Years Teaching Exper.	1-2 Years	3-9 Years	10-20 Years	> 20 Years
NATION	**0.06**	**0.2**	**0.3**	**0.4**	**0.3**
Alabama	0.33	1.0	1.5	1.9	1.6
Alaska	0.36	1.6	1.8	1.7	1.7
Arizona	0.27	1.0	1.6	2.0	1.3
Arkansas	0.37	1.0	2.1	2.1	1.6
California	0.30	0.9	1.3	1.2	1.5
Colorado	0.30	1.0	1.7	2.1	1.9
Connecticut	0.37	0.8	1.8	2.2	2.3
Delaware	0.52	1.1	2.4	3.2	3.2
Dist. Columbia	0.97	1.4	3.4	3.3	4.5
Florida	0.32	0.9	1.8	2.3	1.8
Georgia	0.29	1.1	1.8	1.8	1.3
Hawaii	0.45	1.1	1.9	2.3	2.3
Idaho	0.36	1.0	1.6	1.8	1.6
Illinois	0.38	1.0	1.7	2.4	1.9
Indiana	0.39	0.6	1.5	1.8	2.1
Iowa	0.36	0.8	1.6	1.8	1.6
Kansas	0.35	1.0	1.8	2.0	1.9
Kentucky	0.31	1.2	1.7	1.9	1.9
Louisiana	0.38	0.9	1.8	2.1	1.9
Maine	0.31	1.2	1.6	1.8	1.6
Maryland	0.38	1.0	1.9	3.0	2.5
Massachusetts	0.41	0.5	1.3	2.8	2.9
Michigan	0.41	0.8	1.6	1.7	1.8
Minnesota	0.54	1.1	1.7	3.4	3.0
Mississippi	0.28	0.8	1.5	1.9	1.3
Missouri	0.42	1.2	2.3	2.2	2.0
Montana	0.35	1.2	1.8	1.7	1.9
Nebraska	0.38	1.0	2.0	1.8	1.3
Nevada	0.48	1.2	1.9	2.3	2.1
New Hampshire	0.40	1.3	2.1	2.8	2.3
New Jersey	0.32	0.8	1.6	1.8	1.8
New Mexico	0.24	1.2	1.7	2.1	1.6
New York	0.34	0.7	1.9	2.3	2.0
North Carolina	0.31	1.0	1.7	2.0	1.5
North Dakota	0.37	1.0	1.3	1.8	1.6
Ohio	0.27	0.7	1.2	1.5	1.7
Oklahoma	0.29	0.8	1.7	1.7	1.4
Oregon	0.34	1.0	1.8	1.9	1.7
Pennsylvania	0.28	0.8	1.4	1.7	1.8
Rhode Island	0.49	1.1	1.9	2.6	2.6
South Carolina	0.43	1.4	2.1	2.4	2.0
South Dakota	0.36	1.1	2.3	1.7	1.7
Tennessee	0.46	0.8	1.6	2.0	2.2
Texas	0.27	0.7	1.3	1.2	1.2
Utah	0.30	1.0	1.6	1.9	1.5
Vermont	0.34	0.7	1.6	2.5	2.5
Virginia	0.33	0.9	1.6	1.7	1.6
Washington	0.34	1.1	1.7	1.8	1.8
West Virginia	0.33	1.1	2.0	2.3	1.4
Wisconsin	0.32	0.9	1.6	2.2	2.0
Wyoming	0.39	1.0	2.0	2.1	1.8

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

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Table B.4.1

Standard Errors for Grades K-6 Average Class Size, by State: 1990-91

	Average Class Size	Percent of Classes With 30 or More Students
NATION	**0.1**	**0.5**
Alabama	0.6	3.0
Alaska	0.5	1.0
Arizona	0.4	2.3
Arkansas	0.8	1.2
California	0.2	2.9
Colorado	0.4	1.8
Connecticut	0.4	1.0
Delaware	0.8	3.0
Dist. Columbia	0.7	*
Florida	0.4	2.4
Georgia	0.8	1.5
Hawaii	0.3	1.2
Idaho	0.5	2.7
Illinois	1.0	4.3
Indiana	0.3	1.7
Iowa	0.5	2.2
Kansas	0.6	1.4
Kentucky	0.5	2.2
Louisiana	0.4	1.0
Maine	0.6	2.2
Maryland	0.8	4.5
Massachusetts	0.4	1.5
Michigan	0.4	2.4
Minnesota	0.4	1.9
Mississippi	0.5	1.1
Missouri	0.4	1.8
Montana	0.6	1.5
Nebraska	0.6	1.5
Nevada	0.5	2.2
New Hampshire	1.0	2.1
New Jersey	0.7	1.7
New Mexico	0.6	1.7
New York	0.6	2.8
North Carolina	0.5	*
North Dakota	0.6	1.0
Ohio	0.5	1.9
Oklahoma	0.5	1.5
Oregon	0.6	1.1
Pennsylvania	0.6	2.3
Rhode Island	0.4	1.4
South Carolina	0.7	3.5
South Dakota	0.9	1.4
Tennessee	0.4	*
Texas	0.3	1.0
Utah	0.3	2.7
Vermont	0.3	1.2
Virginia	0.4	1.5
Washington	0.3	1.3
West Virginia	0.6	1.4
Wisconsin	0.4	1.0
Wyoming	0.5	*

* Less than 0.5%

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire)

Table B.4.2

Standard Errors for Grades 9-12 Science and Biology Class Sizes, by State: 1990-91

	Average Science Class Size	Percent of Science Classes With 30 or More Students	Average Biology Class Size	Percent of Biology Classes With 30 or More Students
NATION	**0.2**	**0.6**	**0.5**	**0.9**
Alabama	0.8	3.7	1.0	2.7
Alaska	1.5	5.5	2.3	7.9
Arizona	1.1	3.3	1.0	4.9
Arkansas	0.7	0.8	0.9	*
California	0.8	4.5	0.9	3.9
Colorado	0.6	2.7	0.6	1.9
Connecticut	2.0	2.7	--	--
Delaware	--	--	--	--
Dist. Columbia	--	--	--	--
Florida	1.4	4.2	1.3	5.3
Georgia	0.9	4.1	1.3	*
Hawaii	--	--	--	--
Idaho	0.7	1.4	0.8	1.2
Illinois	0.8	3.9	1.1	*
Indiana	1.5	3.0	1.8	*
Iowa	1.0	0.7	0.9	*
Kansas	0.7	2.4	1.3	*
Kentucky	0.9	3.8	2.0	3.7
Louisiana	1.2	3.7	1.5	5.8
Maine	1.6	*	--	--
Maryland	1.5	7.5	2.2	9.6
Massachusetts	0.7	2.1	1.3	*
Michigan	0.9	3.7	1.4	6.2
Minnesota	0.8	2.4	0.7	3.0
Mississippi	1.5	3.9	1.8	3.6
Missouri	0.8	1.8	1.2	*
Montana	0.8	*	1.3	*
Nebraska	1.3	2.0	1.0	--
Nevada	1.6	6.7	--	--
New Hampshire	0.8	0.0	--	--
New Jersey	0.5	0.6	1.1	*
New Mexico	0.8	3.2	1.2	2.8
New York	1.5	5.2	5.1	8.9
North Carolina	0.8	1.4	--	--
North Dakota	1.0	2.9	1.0	*
Ohio	0.6	2.3	2.1	3.5
Oklahoma	0.7	1.6	0.9	1.4
Oregon	0.7	3.4	0.7	3.3
Pennsylvania	0.9	3.9	--	--
Rhode Island	--	--	--	--
South Carolina	0.8	3.3	1.3	2.8
South Dakota	0.8	1.5	0.9	1.8
Tennessee	0.7	3.2	1.0	5.6
Texas	0.6	1.6	1.3	2.6
Utah	0.9	5.6	0.7	5.1
Vermont	1.0	*	--	--
Virginia	0.6	0.5	--	--
Washington	1.0	3.7	0.9	6.1
West Virginia	0.8	1.6	0.8	0.6
Wisconsin	0.5	1.8	0.6	*
Wyoming	0.5	*	1.0	*

-- Too few cases for a reliable estimate.
* Less than 0.5.
Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionairre).

Table B4.3

Standard Errors for Grades 9-12 Mathematics Class Sizes, by State: 1990-91

	Average Mathematics Class Size	Percent of Math Classes With 30 or More Students	Average Advanced Mathematics Class Size	Percent of Advanced Math Classes With 30 or More Students
NATION	**0.2**	**0.5**	**0.3**	**1.3**
Alabama	0.8	1.8	1.3	1.3
Alaska	1.2	2.8	--	--
Arizona	1.0	2.6	1.1	5.6
Arkansas	0.8	*	--	--
California	0.8	3.5	0.7	7.7
Colorado	0.9	2.3	1.1	6.4
Connecticut	0.9	*	0.9	0.0
Delaware	--	--	--	--
Dist. Columbia	--	--	--	--
Florida	1.2	6.2	1.9	9.9
Georgia	1.2	2.4	1.5	4.7
Hawaii	1.2	4.4	--	--
Idaho	0.8	2.4	1.4	5.4
Illinois	0.7	2.2	1.2	3.2
Indiana	0.9	1.3	0.9	2.1
Iowa	1.2	0.5	1.2	*
Kansas	1.2	4.4	1.1	*
Kentucky	1.3	4.5	1.2	7.6
Louisiana	1.1	2.4	1.3	2.6
Maine	0.7	*	0.8	0.0
Maryland	1.1	4.5	1.0	5.1
Massachusetts	0.5	0.8	1.0	*
Michigan	1.2	3.9	1.2	3.1
Minnesota	0.7	3.5	1.5	5.8
Mississippi	0.7	1.7	0.8	*
Missouri	0.6	0.8	1.4	2.2
Montana	1.0	0.7	1.9	*
Nebraska	0.8	0.6	1.1	*
Nevada	0.9	5.2	--	--
New Hampshire	0.9	*	--	--
New Jersey	0.6	*	1.1	0.0
New Mexico	1.4	3.3	3.7	7.8
New York	0.6	2.4	1.3	7.9
North Carolina	0.7	1.4	0.9	3.1
North Dakota	0.7	0.5	1.0	*
Ohio	0.7	0.8	1.1	*
Oklahoma	0.7	1.2	1.0	*
Oregon	0.6	1.9	0.7	3.2
Pennsylvania	0.7	1.5	1.3	*
Rhode Island	--	--	--	--
South Carolina	0.9	0.6	0.9	*
South Dakota	1.3	2.3	1.1	1.7
Tennessee	0.9	2.8	1.3	5.5
Texas	0.5	0.8	0.7	1.0
Utah	0.9	4.6	1.4	6.7
Vermont	0.9	1.6	--	--
Virginia	0.9	1.7	0.7	3.4
Washington	0.7	1.7	1.3	4.4
West Virginia	0.7	0.8	0.8	1.7
Wisconsin	0.7	1.5	1.0	3.3
Wyoming	1.2	*	--	--

Advanced Mathematics is defined as any course beyond Geometry, e.g. Algebra II, Trigonometry, Calculus.

Standard errors appear in parentheses.

* Less than 0.5%.

-- Too few sample cases for a reliable estimate.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire)

Table B.4.4

Standard Errors for Grades 9-12 English and Vocational Education Class Sizes, by State: 1990-91

	Average English Class Size	Percent of English Classes With 30 or More Students	Average Vocational Education Class Size	Percent of Vocational Education Classes With 30 or More Students
NATION	**0.1**	**0.5**	**0.2**	**0.5**
Alabama	0.6	2.4	0.9	2.9
Alaska	0.7	3.0	1.4	3.9
Arizona	0.7	2.3	1.1	2.9
Arkansas	0.4	*	1.4	2.9
California	0.5	2.5	1.4	4.4
Colorado	0.6	1.0	1.0	2.9
Connecticut	0.7	0.0	1.5	*
Delaware	1.4	6.0	--	--
Dist. Columbia	--	--	--	--
Florida	0.5	2.4	1.3	5.0
Georgia	0.7	2.6	1.0	2.5
Hawaii	1.5	3.9	2.5	5.2
Idaho	0.6	2.2	0.9	1.1
Illinois	0.6	2.8	1.0	1.8
Indiana	0.8	0.5	0.9	1.0
Iowa	1.0	2.8	1.0	1.4
Kansas	1.0	3.1	1.2	3.1
Kentucky	0.7	2.8	0.7	1.3
Louisiana	1.4	3.8	0.9	4.6
Maine	0.7	0.0	0.7	1.1
Maryland	1.1	4.9	1.2	4.1
Massachusetts	0.8	1.8	0.7	*
Michigan	0.6	1.6	0.8	2.8
Minnesota	0.6	2.6	0.8	2.5
Mississippi	0.5	2.2	0.8	3.1
Missouri	0.8	1.6	1.1	1.8
Montana	1.0	1.9	0.7	1.0
Nebraska	0.6	1.6	1.1	2.3
Nevada	1.0	5.5	1.3	3.7
New Hampshire	1.3	*	0.8	0.0
New Jersey	0.7	1.7	0.6	1.1
New Mexico	1.0	2.9	0.9	1.9
New York	1.0	3.9	0.9	1.7
North Carolina	1.3	2.2	0.7	1.4
North Dakota	0.6	0.7	0.5	0.8
Ohio	0.8	2.6	1.2	1.4
Oklahoma	0.7	2.0	0.8	1.3
Oregon	0.5	1.1	1.0	2.3
Pennsylvania	0.6	2.2	0.7	0.5
Rhode Island	--	--	--	--
South Carolina	0.7	2.1	0.7	1.9
South Dakota	0.6	0.6	0.7	0.4
Tennessee	0.7	3.0	1.1	2.6
Texas	0.5	0.9	0.7	1.1
Utah	0.8	3.8	1.1	3.8
Vermont	1.1	2.2	--	--
Virginia	0.7	0.9	0.8	1.7
Washington	0.6	3.0	0.7	2.1
West Virginia	0.9	2.6	0.8	*
Wisconsin	0.7	2.7	0.8	0.9
Wyoming	1.0	1.5	0.7	*

* Less than 0.5%

-- Too few sample cases for a reliable estimate

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire)

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Table B.4.5

Standard Errors for Average Hours Per Week That Grades 1-3 Teachers in Self-Contained Classes Spent Teaching Core Subjects, by State: 1990-91

	English / Reading / Language Arts	Arithmetic / Mathematics	Social Studies / History	Science	All Four Subjects
NATION	**0.09**	**0.05**	**0.05**	**0.05**	**0.1**
Alabama	0.49	0.28	0.19	0.20	0.9
Alaska	0.43	0.14	0.18	0.16	0.5
Arizona	0.53	0.15	0.20	0.17	0.8
Arkansas	0.60	0.16	0.14	0.13	0.8
California	0.26	0.14	0.28	0.10	0.5
Colorado	0.53	0.15	0.20	0.16	0.7
Connecticut	0.43	0.18	0.14	0.12	0.5
Delaware	0.64	0.32	0.16	0.22	0.9
Dist. Columbia	0.57	0.29	0.31	0.36	1.0
Florida	0.56	0.19	0.15	0.14	0.8
Georgia	0.58	0.29	0.18	0.17	1.1
Hawaii	0.46	0.26	0.22	0.20	0.4
Idaho	0.41	0.18	0.18	0.14	0.5
Illinois	0.54	0.61	0.49	0.26	1.5
Indiana	0.37	0.43	0.14	0.16	0.5
Iowa	0.60	0.40	0.30	0.34	1.3
Kansas	0.48	0.19	0.13	0.14	0.6
Kentucky	0.62	0.32	0.40	0.50	1.6
Louisiana	0.41	0.24	0.27	0.30	0.9
Maine	0.64	0.21	0.22	0.22	1.0
Maryland	0.60	0.25	0.49	0.56	1.1
Massachusetts	0.58	0.39	0.30	0.17	0.9
Michigan	0.63	0.19	0.49	0.50	1.4
Minnesota	0.44	0.16	0.27	0.20	0.6
Mississippi	0.71	0.18	0.36	0.37	0.8
Missouri	0.51	0.19	0.15	0.14	0.6
Montana	0.42	0.18	0.22	0.18	0.8
Nebraska	0.51	0.44	0.54	0.25	1.3
Nevada	0.48	0.43	0.19	0.13	0.9
New Hampshire	0.64	0.26	0.58	0.35	1.2
New Jersey	0.49	0.22	0.20	0.20	0.7
New Mexico	0.44	0.29	0.17	0.18	0.7
New York	0.59	0.20	0.19	0.18	0.7
North Carolina	0.57	0.30	0.25	0.21	0.8
North Dakota	0.52	0.37	0.21	0.17	0.8
Ohio	0.54	0.48	0.32	0.18	1.0
Oklahoma	0.43	0.21	0.14	0.15	0.7
Oregon	0.40	0.22	0.21	0.12	0.5
Pennsylvania	0.45	0.31	0.35	0.40	0.7
Rhode Island	0.58	0.36	0.57	0.56	1.3
South Carolina	0.51	0.31	0.71	0.61	0.9
South Dakota	0.52	0.40	0.34	0.34	1.1
Tennessee	0.57	0.36	0.22	0.17	1.0
Texas	0.28	0.17	0.14	0.16	0.4
Utah	0.46	0.16	0.21	0.22	0.8
Vermont	0.47	0.17	0.17	0.19	0.7
Virginia	0.41	0.20	0.41	0.40	0.9
Washington	0.45	0.33	0.18	0.38	1.0
West Virginia	0.68	0.28	0.30	0.31	1.0
Wisconsin	0.69	0.17	0.41	0.14	1.0
Wyoming	0.54	0.15	0.42	0.35	0.9

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionairre).

Table B.4.6

Standard Errors for Average Hours Per Week That Grades 4-6 Teachers in Self-Contained Classes Spent Teaching Core Subjects, by State: 1990-91

	English / Reading / Language Arts	Arithmetic / Mathematics	Social Studies / History	Science	All Four Subjects
NATION	**0.13**	**0.08**	**0.07**	**0.06**	**0.2**
Alabama	0.83	0.34	0.29	0.33	1.5
Alaska	0.57	0.13	0.22	0.19	0.7
Arizona	0.67	0.24	0.18	0.18	0.9
Arkansas	0.68	0.33	0.54	0.32	1.1
California	0.37	0.37	0.16	0.17	0.7
Colorado	1.06	0.31	0.42	0.29	1.3
Connecticut	0.77	0.35	0.36	0.30	1.0
Delaware	--	--	--	--	--
Dist. Columbia	--	--	--	--	--
Florida	0.44	0.28	0.19	0.25	0.7
Georgia	0.70	0.33	0.25	0.43	0.9
Hawaii	0.67	0.22	0.19	0.15	0.8
Idaho	0.47	0.55	0.62	0.66	1.6
Illinois	0.69	0.86	0.28	0.40	1.1
Indiana	1.02	0.25	0.20	0.19	1.2
Iowa	0.60	0.37	0.52	0.56	1.1
Kansas	0.71	0.35	0.34	0.42	1.4
Kentucky	0.69	0.50	0.31	0.24	1.0
Louisiana	0.45	0.37	0.39	0.30	1.1
Maine	0.53	0.53	0.56	0.58	1.4
Maryland	1.03	0.34	0.32	1.00	1.4
Massachusetts	0.86	0.40	0.30	0.32	1.1
Michigan	0.63	0.27	0.38	0.28	0.9
Minnesota	0.39	0.12	0.25	0.34	0.6
Mississippi	1.22	0.55	0.57	0.91	2.5
Missouri	0.60	0.29	0.22	0.46	1.0
Montana	0.56	0.27	0.34	0.26	0.8
Nebraska	0.32	0.20	0.18	0.28	0.5
Nevada	0.55	0.27	0.96	0.97	2.1
New Hampshire	0.62	0.24	0.30	0.44	0.8
New Jersey	0.76	0.38	0.74	0.69	1.5
New Mexico	0.71	0.38	0.61	0.59	1.3
New York	1.07	0.61	0.25	0.29	1.6
North Carolina	0.60	0.42	0.82	0.25	1.1
North Dakota	0.47	0.57	0.66	0.39	1.6
Ohio	0.79	0.27	0.34	0.20	0.8
Oklahoma	0.53	0.32	0.28	0.25	0.8
Oregon	0.56	0.15	0.15	0.14	0.7
Pennsylvania	0.54	0.33	0.35	0.20	0.9
Rhode Island	0.59	0.20	0.18	0.30	0.8
South Carolina	0.66	0.25	0.22	0.25	1.1
South Dakota	0.62	0.52	0.29	0.59	1.1
Tennessee	0.67	0.22	0.14	0.20	0.8
Texas	0.72	0.21	0.46	0.44	1.3
Utah	0.30	0.13	0.20	0.25	0.5
Vermont	0.62	0.41	0.43	0.43	1.1
Virginia	0.82	0.42	0.27	0.29	1.4
Washington	0.42	0.17	0.41	0.38	0.8
West Virginia	0.61	0.19	0.23	0.19	1.0
Wisconsin	0.37	0.46	0.30	0.30	0.6
Wyoming	0.51	0.22	0.49	0.48	0.9

– Too few sample cases for a reliable estimate.

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionairre)

Table B.4.7

Standard Errors for Percentage of Principals Who Thought Various Groups Had a Great Deal of Influence on Establishing the School Curriculum, by State: 1990-91

	School Board	Principal	Teachers
NATION	**0.7**	**0.7**	**0.7**
Alabama	3.6	3.8	3.8
Alaska	4.2	4.6	4.7
Arizona	4.6	4.0	4.8
Arkansas	4.2	4.4	4.5
California	3.3	3.2	3.5
Colorado	5.3	4.8	4.6
Connecticut	4.2	4.6	4.4
Delaware	5.1	5.4	5.8
Dist. Columbia	5.9	6.5	6.3
Florida	3.8	3.6	4.0
Georgia	4.4	3.6	3.5
Hawaii	4.8	4.4	4.8
Idaho	3.9	3.9	4.0
Illinois	4.1	4.7	4.0
Indiana	4.3	4.2	4.5
Iowa	4.2	5.6	5.3
Kansas	3.6	3.9	4.2
Kentucky	3.9	4.6	3.7
Louisiana	4.4	3.4	1.9
Maine	4.2	5.0	4.5
Maryland	4.3	4.3	4.9
Massachusetts	5.1	5.6	4.7
Michigan	3.9	4.5	4.9
Minnesota	4.5	3.2	3.7
Mississippi	3.9	3.7	3.1
Missouri	3.5	2.9	3.5
Montana	4.3	4.4	4.3
Nebraska	5.0	4.1	5.3
Nevada	5.3	5.4	5.6
New Hampshire	5.3	4.3	4.5
New Jersey	3.3	4.2	4.1
New Mexico	4.4	4.7	4.9
New York	4.0	3.6	4.0
North Carolina	4.2	5.1	5.1
North Dakota	4.2	4.1	3.1
Ohio	4.3	4.4	4.7
Oklahoma	4.1	3.8	3.9
Oregon	4.8	4.3	4.7
Pennsylvania	2.9	4.4	3.9
Rhode Island	5.7	4.8	4.7
South Carolina	4.1	4.0	4.3
South Dakota	3.8	4.1	3.8
Tennessee	4.0	4.0	3.0
Texas	2.2	2.4	2.9
Utah	4.4	4.5	5.0
Vermont	4.2	4.5	4.0
Virginia	5.1	4.4	4.7
Washington	4.3	5.4	4.2
West Virginia	4.3	4.3	4.1
Wisconsin	3.8	4.4	4.8
Wyoming	4.9	4.7	3.7

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Administrator Questionnaire)

Table B.4.8

Standard Errors for Percentage of Principals Who Thought Various Groups Had a Great Deal of Influence on Hiring Full-Time Teachers, by State: 1990-91

	School Board	Principal	Teachers
NATION	**0.6**	**0.6**	**0.5**
Alabama	3.6	3.1	1.2
Alaska	4.1	4.4	2.6
Arizona	4.4	3.3	4.3
Arkansas	4.2	3.6	2.1
California	3.0	2.3	3.0
Colorado	4.4	2.8	4.4
Connecticut	4.1	3.3	3.7
Delaware	4.8	4.9	4.9
Dist. Columbia	7.0	6.8	4.0
Florida	3.6	2.5	2.7
Georgia	4.1	3.5	1.8
Hawaii	4.1	2.2	4.6
Idaho	3.7	2.6	3.3
Illinois	4.0	2.8	2.9
Indiana	4.8	2.3	3.0
Iowa	3.4	3.6	4.0
Kansas	3.7	3.8	2.9
Kentucky	3.8	3.7	3.3
Louisiana	4.1	3.5	1.7
Maine	5.0	3.3	5.0
Maryland	5.7	3.2	2.3
Massachusetts	4.5	3.9	3.3
Michigan	3.7	3.4	2.9
Minnesota	3.6	1.2	3.3
Mississippi	3.9	2.3	1.6
Missouri	3.4	2.6	2.7
Montana	5.1	3.6	3.7
Nebraska	5.9	4.8	3.3
Nevada	4.7	3.1	2.6
New Hampshire	5.0	2.5	4.2
New Jersey	3.7	3.5	2.5
New Mexico	4.1	3.1	3.7
New York	4.0	2.9	3.7
North Carolina	3.6	2.6	3.6
North Dakota	4.2	4.3	2.5
Ohio	4.9	3.6	1.9
Oklahoma	3.1	2.7	2.3
Oregon	4.8	2.0	3.7
Pennsylvania	4.5	4.1	2.5
Rhode Island	4.8	4.2	2.7
South Carolina	4.6	2.7	3.2
South Dakota	3.8	2.5	2.5
Tennessee	3.7	4.8	3.3
Texas	3.2	2.1	1.9
Utah	3.3	1.1	3.5
Vermont	4.2	2.6	4.7
Virginia	3.5	3.8	2.0
Washington	3.9	3.2	3.5
West Virginia	4.9	4.0	1.9
Wisconsin	4.4	3.3	3.9
Wyoming	5.1	1.5	4.6

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Administrator Questionnaire)

Table B.4.9

Standard Errors for Percentage of Principals Who Thought Various Groups Had a Great Deal of Influence on Setting a Discipline Policy, by State: 1990-91

	School Board	Principal	Teachers
NATION	**0.8**	**0.5**	**0.7**
Alabama	1.9	2.7	3.8
Alaska	4.0	4.0	4.4
Arizona	4.4	3.4	4.3
Arkansas	3.9	3.8	4.0
California	3.5	2.0	2.5
Colorado	4.9	2.9	3.0
Connecticut	4.5	3.2	4.2
Delaware	3.9	4.5	7.2
Dist. Columbia	5.7	6.1	5.5
Florida	3.3	3.2	3.9
Georgia	4.6	3.6	4.8
Hawaii	4.8	2.7	4.9
Idaho	3.7	2.4	3.5
Illinois	4.0	3.1	4.4
Indiana	4.2	3.2	3.2
Iowa	5.2	3.1	4.0
Kansas	3.9	3.5	4.2
Kentucky	3.9	4.0	4.2
Louisiana	3.2	3.9	4.4
Maine	5.0	2.9	3.6
Maryland	4.4	2.7	4.9
Massachusetts	3.4	3.3	4.1
Michigan	4.5	3.2	3.8
Minnesota	4.6	1.2	2.2
Mississippi	2.8	2.4	3.1
Missouri	3.2	2.9	3.8
Montana	4.3	2.8	4.7
Nebraska	5.0	3.4	5.2
Nevada	4.7	2.9	4.9
New Hampshire	5.1	2.9	4.2
New Jersey	4.4	3.5	4.8
New Mexico	4.2	2.9	4.2
New York	3.8	2.1	3.9
North Carolina	3.8	2.6	3.9
North Dakota	4.1	2.4	3.0
Ohio	5.1	3.3	4.6
Oklahoma	4.2	2.7	3.1
Oregon	4.8	1.8	3.6
Pennsylvania	3.3	3.6	4.0
Rhode Island	5.6	4.0	4.9
South Carolina	3.4	2.9	3.8
South Dakota	4.7	1.8	3.6
Tennessee	3.4	4.5	5.0
Texas	2.5	2.0	2.4
Utah	3.6	2.0	2.4
Vermont	5.8	2.3	4.3
Virginia	4.0	3.4	4.1
Washington	4.2	3.9	4.9
West Virginia	3.3	3.6	4.2
Wisconsin	5.3	2.5	3.5
Wyoming	5.4	2.9	3.7

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Administrator Questionnaire).

Table B.4.10

Standard Errors for Percentage of Public School Teachers Who Think They Have a Great Deal of Influence on Certain Issues, by State: 1990-91

	Discipline	In-Service Training	Ability Grouping	Curriculum
NATION	**0.4**	**0.4**	**0.4**	**0.4**
Alabama	2.5	1.9	1.7	1.2
Alaska	2.5	2.3	2.0	2.1
Arizona	2.2	1.9	1.5	1.8
Arkansas	1.8	2.1	1.7	1.6
California	1.8	1.7	1.7	1.7
Colorado	2.2	2.3	2.7	2.6
Connecticut	2.1	2.3	2.1	2.8
Delaware	2.5	3.1	3.5	2.5
Dist. Columbia	4.3	4.4	3.8	3.2
Florida	2.0	1.9	1.9	1.5
Georgia	2.5	2.5	2.2	1.7
Hawaii	2.6	2.4	2.4	2.5
Idaho	2.5	2.1	2.0	2.2
Illinois	1.9	2.5	2.0	2.3
Indiana	1.6	1.8	2.2	1.9
Iowa	2.4	2.5	2.4	2.5
Kansas	1.9	2.1	1.8	2.2
Kentucky	2.6	2.3	2.0	2.3
Louisiana	2.2	1.9	1.7	1.5
Maine	2.7	2.1	2.5	2.5
Maryland	2.5	2.7	2.2	1.8
Massachusetts	2.5	2.2	2.7	2.1
Michigan	2.2	2.1	2.1	2.4
Minnesota	2.9	2.4	2.3	1.9
Mississippi	1.9	2.0	1.5	1.8
Missouri	2.4	2.4	1.7	1.7
Montana	2.1	2.4	1.6	2.2
Nebraska	2.8	2.4	2.0	2.2
Nevada	2.4	2.5	2.3	2.1
New Hampshire	3.3	2.3	2.5	2.9
New Jersey	1.9	2.0	2.1	2.0
New Mexico	2.2	2.3	2.1	2.2
New York	2.4	2.6	2.2	2.5
North Carolina	2.5	2.4	1.9	2.3
North Dakota	1.7	1.5	1.3	1.4
Ohio	2.5	2.4	2.1	2.2
Oklahoma	1.8	2.0	2.0	1.8
Oregon	2.2	1.9	2.5	2.1
Pennsylvania	1.9	2.3	1.5	2.2
Rhode Island	3.3	3.8	2.8	2.5
South Carolina	2.4	2.9	2.1	2.3
South Dakota	2.0	2.2	2.0	2.1
Tennessee	2.2	1.9	2.1	1.8
Texas	1.5	1.1	1.0	1.3
Utah	2.4	1.7	1.6	1.9
Vermont	2.5	3.0	3.2	1.9
Virginia	2.1	2.0	1.7	1.6
Washington	2.3	2.5	2.0	2.9
West Virginia	2.1	2.0	2.2	2.1
Wisconsin	3.2	2.3	2.4	2.6
Wyoming	2.2	1.8	2.2	2.1

Source: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Public School Teacher Questionnaire).

APPENDIX C

Definitions

Community Type

Community type is derived from the seven-category "urbanicity" code (locale) developed by Johnson.[1] The locale code is based on the school's mailing address matched to Bureau of the Census data files containing population density data, Standard Metropolitan Statistical Area (SMSA) codes, and a Census code defining urban and rural areas. For this report, the locale codes are aggregated into four community types:

> *Central City.* A large central city (a central city of an SMSA with population greater than or equal to 400,000 or a population density greater than or equal to 6,000 per square mile) or a mid-size central city (a central city of an SMSA, but not designated as a large central city).
>
> *Urban fringe/large town.* Urban fringe of a large or mid-size city (a place within an SMSA of a large or mid-size central city and defined as urban by the U.S. Bureau of the Census) or a large town (a place not within an SMSA, but with a population greater than or equal to 25,000 and defined as urban by the U.S. Bureau of the Census).
>
> *Small Town.* Town not within an SMSA and with a population less than 25,000 and greater than or equal to 2,500 people.
>
> *Rural.* A place with less than 2,500 people or a place having a ZIP Code designated rural by Census.

Minority

A person is considered a member of a racial-ethnic minority if they are American Indian or Alaska Native; Asian or Pacific Islander; Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other culture or origin); Black (not of Hispanic origin).

Public School

A public school is defined as an institution that provides educational services for a least one of grades 1-12 (or comparable ungraded), has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, has an assigned administrator, and is operated by an education agency. Schools in juvenile detention centers and schools located on military bases and operated by the Department of Defense are included.

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[1] F. Johnson, *Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe.* Technical Report, Data Series: SP-CCD-87118-7,4, CS 89-194 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1989).

Elementary. A school that has grade 6 or lower, or "ungraded" and no grade higher than the 8th.

Middle Level. A school that has low grade 4 to 7 and high grade 4 to 9.

High School. A school that has grade 12 and no grade lower than grade 9.

Teacher

For the purposes of SASS, a teacher is any full- or part-time teacher whose primary assignment is to teach in any of grades K-12. Part-time teachers are those who reported working less than full time as a teacher at their school. Itinerant teachers and long-term substitutes who are filling the role of a regular teacher on an indefinite basis are also included. An itinerant teacher is defined as a teacher who taught at more than one school. The following individuals are not considered teachers: short-term substitutes, student teachers, nonteaching specialists (such as guidance counselors, librarians, nurses, psychologists), administrators, teacher's aides, or other professional or support staff.

Teachers are classified as elementary or secondary on the basis of the grades they teach rather than the schools in which they teach. An elementary school teacher is one who, when asked for the grades taught, checked:

- Only "ungraded" and is designated as an elementary teacher on the list of teachers provided by the school; or
- 6th grade or lower, or "ungraded" and no grade higher than 6th; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; or
- 7th and 8th grades only, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment of special education and is designated as an elementary teacher on the list of teachers provided by the school; or
- 7th and 8th grades only, and reported a primary assignment of special education and is designated as an elementary teacher on the list of teachers provided by the school.

A secondary school teacher is one who, when asked for the grades taught, checked:

- "Ungraded" and is designated as a secondary teacher on the list of teachers provided by the school; or

- 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or
- 9th grade or higher, or 9th grade or higher and "ungraded"; or
- 7th and 8th grades only, and reported a primary assignment other than prekindergarten, kindergarten, general elementary, or special education; or
- 7th and 8th grades only, and reported a primary assignment of special education and is designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and is not categorized above as either elementary or secondary.

Newly Hired Teachers. Newly hired teachers are teachers who were newly hired by the school district for the 1990-91 school year. It includes teachers returning from unpaid leave of absence of one school year or more, but does not include substitute teachers.

New First-Time Teachers. New first-time teachers are newly hired teachers who taught for the first time in 1990-91.

APPENDIX D

Technical Notes

SAMPLE SELECTION[1]

For the Schools and Staffing Survey (SASS), schools were selected first. Each one selected received a school questionnaire and an administrator questionnaire. Next, a sample of teachers was selected within each school, and each received a teacher questionnaire. A "Teacher Demand and Shortage" (TDS) questionnaire was sent to the local education agency (LEA) associated with each selected school. Also, an additional sample of public school districts not associated with schools received the TDS questionnaire.

The public sample for the SASS conducted during the 1990-91 school year included 9,586 schools and administrators, 56,051 teachers, and 5,515 local education agencies. To improve estimates of change between 1988 and 1991, the sample selection process controlled the amount of overlap between the 1988 and 1991 school samples, setting it at 30 percent for public schools.

The SASS was designed to provide national and state estimates for public schools; state elementary, state secondary and national combined estimates for public schools; national and state estimates of change from 1988 to 1991 in school-level characteristics; and national estimates for schools with greater than 25 percent American Indian student enrollment. The teacher survey was designed to support national comparisons between new and experienced teachers. Comparisons between bilingual and non-bilingual teachers are possible at the national level.

Selection of Schools

The public school sample of 9,586 schools was selected primarily from the 1988-89 school year Common Core of Data (CCD) file. The CCD is based on survey data collected annually by NCES from all state education agencies, and is believed to be the most complete list of public schools available. The frame includes regular public schools, BIA schools, Department of Defense operated military base schools, and nonregular schools such as special education, vocational, and alternative schools. The public schools in the sampling frame were stratified first into one of four types: A) BIA (Bureau of Indian Affairs) schools; B) American Indian schools (schools with 25 percent or more Native American students); C) schools in Delaware, Nevada, and West Virginia (where it was necessary to implement a different sampling strategy to ensure that at least one school from each LEA in the state was included); and D) all other schools. Type A schools were stratified by Arizona, New Mexico, South Dakota, and all other states; Type B schools were stratified by Arizona, North Dakota, Oklahoma, and all other states (except Alaska, since most Alaskan schools have high Native American enrollment); type C schools were stratified by state first and then by LEA; and Type D schools were stratified by state (all states and the District of Columbia except Delaware, Nevada, and West Virginia). The next level of stratification was by grade level (elementary, secondary, or combined).

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[1] The discussion is limited to the public school components of SASS. For a detailed description of the sample design, see Steven Kaufman and Hertz Huang, *1991 Schools and Staffing Survey: Sample Design and Estimation*, Technical Report, NCES 93-449 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1993).

Before sampling, non-BIA schools were sorted within each stratum by state, LEA urbanicity (seven categories), LEA zip code (first three digits), CCD LEA ID number (a unique number assigned to each school district by NCES), school percent minority enrollment (four categories), highest grade in school, school enrollment, and CCD School ID. Schools were systematically selected with probability proportional to the square root of the number of teachers within a school as reported on the CCD file. BIA schools were selected in a similar manner, but by using the square root of the enrollment rather than the number of teachers.

Selection of Teachers

All 56,051 public school teachers in the teacher sample were selected from the sample of public schools. The average number of teachers selected per school were 3.49, 6.98, and 5.23 teachers for public elementary, secondary, and combined schools, respectively. Each sample school provided a list that included all full- and part-time teachers, itinerant teachers, and long-term substitutes. Within each school, teachers were stratified into one of five teacher types in the following hierarchical order: 1) Asian or Pacific Islander; 2) American Indian, Aleut, or Eskimo; 3) bilingual/ESL; 4) new teachers (those who were in their first, second, or third year of teaching); and 5) experienced teachers. Within each teacher stratum, elementary teachers were sorted into general elementary, special education, and "other" categories; and secondary teachers were sorted into mathematics, science, English, social studies, vocational education, and "other" categories. When combined schools had both elementary and secondary teachers, the teachers were sorted by grade level/primary field of teaching.

Within each school and teacher stratum, teachers were selected systematically with equal probability. The numbers in the strata were as follows: 1,475 Asian or Pacific Islander teachers; 1,259 American Indian, Aleut, or Eskimo teachers; 1,957 bilingual teachers; 5,970 new teachers, and 45,390 experienced teachers. Teachers were allocated to schools on the basis of the school's weighted measure of size over all schools in the school stratum.

Selection of LEAs

All LEAs that had at least one school selected for the school sample were included in the LEA sample for the TDS Survey. Each Bureau of Indian Affairs and Department of Defense school was defined to be an LEA. Some LEAs do not have schools, but hire teachers who teach in schools in other LEAs. To ensure representation of these teachers, a sample of LEAs without eligible schools was selected. Only 14 of the 135 were actually in scope (that is, were an operating public school agency that reported hiring teachers). All LEAs in Delaware, Nevada, and West Virginia were included to reduce high standard errors in these states. The total LEA sample was 5,515.

Changes in the SASS Design from 1987-88 to 1990-91

Based on an evaluation of the 1987-88 SASS, the following changes were made in the 1990-91 sample design:

In 1990-91, the CCD school file was used as the frame for public schools rather than the QED file, which was used in 1987-88. This change was implemented to help make SASS school estimates consistent with those of the CCD. The CCD defines a school as an administrative unit with a principal, while the QED defines a school as a physical location. Because a single location sometimes has multiple units, the QED list has fewer schools than the CCD. Consequently, the SASS estimate of the number of schools was less than the CCD estimate in 1987-88.

The school sample was reallocated to produce separate state estimates at the elementary and secondary levels. The 1987-88 sample was designed to be reliable only in the aggregate at the state level.

To improve the precision of the estimates of change from 1987-88 to 1990-91, a 30 percent overlap of the public school sample was built into the 1990-91 design. In the 1987-88 survey, bilingual and new teachers were oversampled. In 1990-91. Native American teachers and Asian and Pacific Islander teachers as well as bilingual and new teachers were oversampled.

In 1990-91, schools with 25 percent or more Native American enrollment were oversampled. In addition, a large sample of schools run by or affiliated with the Bureau of Indian Affairs was included.

In 1990-91, the TDS, school, administrator, and teacher files were imputed for missing data. In 1987-88, only the TDS and school files were imputed. The impact on estimates of change between 1987-88 and 1990-91 is unknown and dependent on the variable of interest.

To make the 1990-91 SASS estimated teacher counts from the school and teacher files consistent, the teacher file weights were adjusted so that they equaled the teacher estimate (head count) from the school file. In 1987-88, the teacher counts on the teacher file were smaller than those on the school file.

DATA COLLECTION PROCEDURES

The data were collected for the National Center for Education Statistics (NCES) by the U.S. Bureau of the Census. Questionnaires were mailed to school districts and administrators in December 1990 and to schools and teachers in January and February 1991. Six weeks later, a second questionnaire was sent to each nonrespondent. A telephone follow-up of nonrespondents was conducted between March and June.

WEIGHTING

Weights of the sample units were developed to produce national and state estimates for public schools, teachers, administrators, and LEAS. The basic weights were the inverse of the probability of selection, and were adjusted for nonresponse and to adjust the sample totals (based on responding, nonresponding, and out of scope cases) to the frame totals in order to reduce sampling variability.

STANDARD ERRORS

The estimates in these tables are based on samples and are subject to sampling variability. The standard errors were calculated using the REPTAB program developed by MPR Associates, which uses a Balanced Repeated Replications method to calculate standard errors based upon complex survey designs. A version of this program is available from NCES upon request. The standard errors reported take into account the complex sample design, they are generally higher than standard errors calculated under the assumptions of simple random sampling. The standard errors indicate the accuracy of each estimate. If all possible samples of the same size were surveyed under the same conditions, an interval of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the universe value in approximately 95 percent of the cases. Note, however, that the standard errors do not take into account the effects of biases due to item nonresponse, measurement error, data processing error, or other possible systematic error. Standard errors for all tables are included in Appendix B.

ACCURACY OF ESTIMATES

The accuracy of any statistic is determined by the joint effects of nonsampling and sampling errors. Both types of error affect the estimates presented in this report.

Sampling Error

Sampling error occurs when members of a population are selected (sampled), and only sample members respond to survey questions. Estimates that are based on a sample will differ somewhat from the data that would have been obtained if a complete census of the relevant population had been taken using the same survey instruments, instructions, and procedures. The estimated standard error of a statistic is a measure of the variation due to sampling and can be used to examine the precision obtained in a particular sample.

Nonsampling Error

Both universe and sample surveys are subject to nonsampling errors, which are difficult to estimate. Nonsampling errors are of two kinds- nonobservation error and measurement error.

Nonobservation error may be due to noncoverage, which occurs when members of the population of interest are excluded from the sampling frame, and therefore are not included in the survey sample. Nonobservation error also occurs when sampled units (for example, schools, teachers, or students) refuse to answer some or all of the survey questions. These types of errors are referred to as questionnaire nonresponse (where the entire questionnaire is missing) and item nonresponse (where only some items of the questionnaire are missing). Weighting and imputation procedures were used to compensate for nonresponse.

Measurement error occurs when mistakes are made when data are edited, coded, or entered into computers (processing errors), when the responses that subjects provide differ from the "true" responses (response errors), and when measurement instruments such as tests or questionnaires fail to measure the characteristics they are intended to measure. Sources of response errors include differences in the ways that respondents interpret questions, faulty memory, and mistakes that respondents respondent make when recording their answers. Because estimating the magnitude of these various types of nonsampling errors would require special experiments or access to independent data, information on these magnitudes is seldom available.

RESPONSE RATES AND IMPUTATION

The final weighted questionnaire response rates were as follows:

	Public
Teacher Demand and Shortage	93.5
Administrator	96.7
School	95.3
Teacher*	90.3

*The response rates for public school teachers do not include the 5 percent of the public schools that did not provide teacher lists. The effective response rate for public schools was 85.8 percent.

The table below summarizes the item-response rates. These rates are unweighted, and do not reflect additional response loss due to complete questionnaire refusal. The basic weights were adjusted to take into account non-response.

Survey	Range of Item-Response Rates	Percent of Items With a Response Rate of 90% or More	Percent of Items With a Response Rate of Less Than 75%	Items With a Response Rate of Less Than 75%
LEA Survey				
Public	85-100%	95%	0%	None
Administrator Survey				
Public	90-100%	100%	0%	None
School Survey				
Public	56-100%	77%	1%	31 a-i (part time) 33d(3)-(9)
Teacher Survey				
Public	76-100%	84%	0%	None

Values were imputed for items with missing data by 1) using data from other items on the questionnaire or a related component of the SASS (a school record, to impute district data, for example); 2) assigning data from the sample file, such as the CCD or 3) assigning data from a respondent with similar characteristics.

STATISTICAL PROCEDURES

In order to make proper inferences and interpretations from the statistics, several points must be kept in mind. First, comparisons resulting in large t statistics may appear to merit special note. However, this is not always the case, because the size of the t statistic depends not only on the observed differences in means or the percentages being computed, but also on the standard error of the difference. Thus a small difference between two groups with a much smaller standard error could result in a large t statistic, but this small difference is not necessarily noteworthy. Second, when multiple statistical comparisons are made on the same data, it becomes increasingly likely that an indication of a population difference is erroneous. Even when there is no difference in the population, at an alpha level of .05, there is still a 5 percent chance of concluding that an observed t value representing one comparison in the sample is large enough to be statistically significant. As the number of comparisons increases, so does the risk of making such an error in inference.

To guard against errors of inference based upon multiple comparisons, the Bonferroni procedure to correct significance tests for multiple contrasts should be used. This method corrects the significance (or alpha) level for the total number of contrasts made with a particular classification variable. For each classification variable, there are $(K^*(K-1)/2)$ possible contrasts (or nonredundant pairwise comparisons), where K is the number of categories. For example. because race-ethnicity has five categories (black, non-Hispanic; white, non-Hispanic; Hispanic; Asian and Pacific Islander; and Native American), $K = 5$ and there are $(5^*4)/2 = 10$ possible comparisons among the categories. The Bonferroni procedure divides the alpha level for a single t test (for example, .05) by the number of possible pairwise comparisons in order to provide a new alpha that is corrected for the fact that multiple contrasts are being made.

The formula used to compute the t statistic was as follows:

$$t = \frac{P_1 - P_2}{\sqrt{se_1^2 + se_2^2}}$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. This formula is valid only for independent estimates. When the estimates are not independent (for example, when comparing the percentages of students in different age groups), a covariance term should be added to the denominator of the test formula. Because the actual covariance terms are not known, the most conservative assumption is that the estimates are perfectly negatively correlated. Consequently $2*(se_1*se_2)$ should be added to the denominator of the t-test formula.

APPENDIX E

NCES Publications

NCES PUBLICATIONS

NCES products include a video, *America's Teachers: Profile of a Profession*, which presents data from six different surveys on public school teachers. This video may be ordered for $12 plus $3 shipping and handling by writing to the following address:

National Archives Fulfillment Center, 8700 Edgeworth Drive,
Capital Heights, MD 20743-3701

- A 184-page report, *America's Teachers: Profile of a Profession* (NCES 93-025), is available for $13 from the Government Printing Office at the address below. Ask for stock number 065-000-00567-1.
- *Schools and Staffing in the United States: A Statistical Profile, 1990-91* (NCES 93-146) is available for $14. Ask for stock number 065-000-00581-6.
- *Schools and Staffing in the United States: A Statistical Profile, 1987-88* (NCES 92-120) is available for $12. Ask for stock number 065-000-00508-5.

Superintendent of Documents
P.O. Box 371954, Pittsburgh, PA 15250-7954

Other released reports include:

- 1987-88 Schools and Staffing Survey: Sample Design and Estimation (Technical Report, NCES 91-127)
- 1990-91 Schools and Staffing Survey: Sample Design and Estimation (Technical Report, NCES 93-449)
- Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1990-91 (E.D. Tab, NCES 93-453)
- Selected Tables on Teacher Supply and Demand (E.D. Tab, NCES 93-141)
- Modeling Teacher Supply and Demand, with Commentary (Research and Development Paper, NCES 92-461)
- Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1988-89 (E.D. Tab, NCES 91-148)

- Teacher Supply in the United States: Sources of Newly Hired Teachers in Public and Private Schools (E.D. Tab, NCES 93-424)

Recently released Issue Briefs include:

- Teacher Attrition and Migration (Issue Brief, NCES 92-148)
- What are the Most Serious Problems in Schools? (Issue Brief, NCES 93-149)
- Teacher Salaries – Are they Competitive? (Issue Brief, NCES 93-450)
- Teaching and Administrative Work Experience of Public School Principals (Issue Brief, NCES 93-452)
- Public and Private School Principals: Are There Too Few Women? (Issue Brief, NCES 94-192)

Copies of these publications can be obtained by calling 1-800-424-1616.

SASS DATASETS

Results from the first two survey cycles of SASS and TFS are also available on public use data tapes. Each dataset includes the responses to one survey from all participants in both public and private sectors. The following datasets may be purchased from:

U.S. Department of Education, OERI/EIRD/Data Systems Branch
555 New Jersey Avenue, NW,Rm. 214
Washington, DC 20208-1847
(202) 219-1522 or 219-1847

- Public and Private School Survey (1987-88)
- Public and Private School Administrator Survey (1987-88)
- Public and Private School Teacher Survey (1987-88)
- Public and Private School Teacher Demand and Shortage Survey (1987-88)
- Public and Private School Teacher Followup Survey (1988-89)
- Public and Private School Survey (1990-91)
- Public and Private School Administrator Survey (1990-91)
- Public and Private School Teacher Survey (1990-91)
- Public and Private School Teacher Demand and Shortage Survey (1990-91)
- Public and Private School Teacher Followup Survey (1991-92)

Public and private school datasets are available for each survey at a cost of $175 for the first dataset and $75 for each additional data set. All five datasets from a single cycle may be purchased for $475. The entire collection of datasets from the two cycles may be purchased for $850.

Restricted use data tapes are available after approval of a site licensing agreement. Information about a site licensing is available from:

Associate Commissioner
Statistical Standards and Methodology Division, NCES/OERI
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

Data from the Schools and Staffing Survey of 1987-88 are available on CD-ROM. The data can be accessed using SAS or SPSS-PC software, or any program that uses ASCII files. Copies of the public use CD-ROMs are available from the Government Printing Office at the address below. The stock number is 065-000-00513-1 and the price is $14 for a disk containing all five datasets. CD-ROMs for the 1990-91 SASS will be available in 1994.

Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15250-7954

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